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Attitudes and Motivation In Second Language Acquisition

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ABSTRACT

The purpose of this study was to measure the comparative importance of aptitudinal and attitudinal motivational variables in second language acquisition for 152 Middle School students from Grades 6, 7, and 8. The subjects were first administered the EMLAT, a language aptitude test for elementary students, followed by the AMTB, an attitude/motivation test battery. The aforementioned predictor variables were then compared to the criterion variable, the final French grade. The resulting data was then treated to t-tests, analyses of variance, and a Pearson's Product - Moment Correlation. The results concur with previous findings, that attitudinal/motivation variables are more significantly correlated with second language acquisition than aptitudinal variables. Also, integratively motivated students have more favourable attitudes than instrumentally motivated students toward second language learning. Furthermore, the Grade of the student (6, 7, or 8) does not yield significantly different attitudes toward second language learning. Lastly, early adolescent females tend to have more favourable attitudes, are more motivated to learn a second language, and have greater achievement scores than early adolescent males.

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CHAPTER 1

INTRODUCTION AND BACKGROUND

1:1 Introduction

Most research on second language acquisitions has initially been concerned with the importance of aptitude, a series of skills or abilities assumed to underlie achievement and proficiency in the second language (Carroll, 1962; Henmon, 1929; Whittenborn and Larson, 1944).

Typical of this approach is the work of Carroll and Sapon (1959), who developed the Modern Language Aptitude Test (MLAT), an instrument to measure those ability factors predictive of second language achievement and relatively independent of general indices of intelligence (Smythe, Stennett, and Feenstra, 1972).

However, when measures of aptitude are correlated with grades achieved in language courses, sometimes the relationship is very high, but in other instances it is surprisingly low (Carroll, 1956); that is, the validity coefficients show considerable variability from situation to situation even with tests developed through factor analytic methods, suggesting that variables other than linguistic aptitude are involved (Gardner and Lambert, 1959).

1:2 The Problem

But, how is it then that some people encounter little difficulty when learning a foreign language while others, given the same opportunities and instruction, experience many hardships and failure?

The notion that "it all depends on how the language is taught" does not seem all that convincing. After all, some students following the same pedagogic procedures develop high-level skills relatively easily while others show little or no progress (Gardner and Lambert, 1959). This would imply a "tailor-made" program for each student, an assumption that would prove to be very discouraging for instructors and administrators since they would have to provide different programs of instruction for each student: audio--lingual methods, programmed instruction, grammar-translations, and as many other variations as there are students.

An alternative notion is that "some people have a knack for languages and others do not," but it is very difficult to define just what that means (Gardner and Lambert 1959). In a twelve year study, Gardner and Lambert attempted to test the validity of these well-entrenched myths which are often used to explain successes and failures in second language acquisition; after all, everyone learns a first language, therefore everyone must have some basic ear or capacity for learning languages.

In an attempt to explain the problems encountered in acquiring the second language, it may also be said the professors are useless, the teachers are ineffective, or that the methods are inadequate. It might also be said that there is disinterest on the part of the parents, or of society.

Carroll's studies (1956 and 1958) on the development of standardized measures of language learning aptitude may account in part for the variability in grades.

If one briefly examines the language-learning aptitude factor historically, one finds that when one has to learn a second language, one learns it regardless of aptitude, meaning that cultural expectations could definitely be of significance. In France, for example, at one time regional languages such as Breton or Provencal were spoken in the home, but French was learned at school with no apparent handicaps (Delaunay, 1970). Also, Mackey (1967) states that Seneca, Virgil, Livy, and Cicero, writers who are considered as models of the Latin language learned Latin as a second language. It is apparent then, that regardless of aptitude, one may acquire the second language if the social setting demands it. What then are other possible factors which may contribute to the acquisition of a second language?

In an attempt to address this absorbing question, investigators have more recently shown an interest in examining second language achievement from a socio-psychological perspective (Feenstra, 1968; Gardner, 1966; Gardner and Lambert, 1959; Gardner, Lambert, Olton, and Tunstall, 1961); that is, whether students' attitudes, their views of foreign peoples and cultures, and their orientation toward the learning process might determine or limit their progress in developing second language competence, regardless of aptitude.

1:3 Problem Question

The present research therefore was designed to address the following question: What is the comparative importance of linguistic aptitude and attitudinal/motivational variables in second language acquisition for Grade 6, 7, and 8 students of Elementary Core French?

1:4 The Subproblems

1. The first subproblem: The first subproblem is to examine the relationship between language aptitude and achievement.
2. The second subproblem: The second subproblem is to determine whether favourable attitudes towards the language, cultural group and other foreign peoples, and motivation to learn, promote greater achievement in language learning than aptitudinal variables.
3. The third subproblem: The third subproblem is to determine whether students who are more integratively motivated have more favourable attitudes toward second language acquisition and

are more motivated to learn French than instrumentally motivated students.

4. The fourth subproblem: The fourth subproblem is to examine the relationship between the grade of the student and his/her attitude toward second language learning.
5. The fifth subproblem: The fifth subproblem is to determine whether gender plays a significant role in second language acquisition for early adolescent students.

1:5 Rationale for the Study

Firstly, the main objective of this study is to test the theoretical model initially proposed by Lambert (1963, 1967) and expanded by Gardner (1979, 1981), Gardner, Smythe, Clement, and Gliksman (1976), and Gardner, Gliksman, and Smythe (1978). This model not only supports a relationship between linguistic ability measures and second language achievement, but suggests a complex of attitudinal/ motivational variables may have an equally important role in second language acquisition. Previously, much research has been conducted on high school or adult students of a second language. However, this study seeks to examine these relationships and to explore the validity of the above correlations with elementary students of Core French, which is the most common instructional mode in the Province of Ontario despite interest in the Immersion or Extended French programs. Also, informal data seem to give evidence to suggest that students in Grades 7 or 8 tend to express negative attitudes towards French-as-a-Second-Language.

Secondly, the results of this study could prove to be meaningful to second language instructors as the results may clarify which aspects of the attitudinal/motivational factors are strongly correlated with achievement. By obtaining these results, the instructor may advantageously highlight elements of the program which foster positive attitudes and interest in learning the language, be it for integrative or instrumental reasons, with the objective of enhancing behaviours which are more conducive to learning a second language.

An appreciation of students' motivational strengths or weaknesses therefore would permit the teacher to capitalize on the strengths of the curriculum. It would be difficult for curriculum changes to result in changes of students' language aptitude. However, changes can influence student attitudes and consequently their achievement. Therefore, it could be argued that valid and reliable indices of student motivation provide greater possibilities for ultimately improving second language proficiency for all students. If it were shown that French achievement co-varied with differences in student attitudes toward the French language and culture, both the psychology of second language acquisition and pedagogical practice could be considerably enhanced. It is for these reasons that many theoretical and empirical papers explaining the role of attitudes in second language acquisition have been written.

1:6 Theoretical Background and Ideas

Prior to examining the empirical data found in the review of the literature, it is of utmost importance to examine the various theories of this avenue of research. In this section of the paper, the following theories will be discussed: Mowrer's theory of first language acquisition; Gardner and Lambert's socio-psychological theory of second language acquisition, which includes an explanation of motivational orientation and motivational intensity; and, Durkheim's theory of "anomie."

1:7 Mowrer's Theory of First Language Development

Due to the inherent difficulty in conceptualizing and measuring the motivational variables often used as an explanation of differences in achievement, various critical aspects of testing such variables may seem superficial and limited. Initial speculations grew out of Mowrer's (1950) theory of first-language development. His theory suggests that parents' presence and activities are reinforcing and rewarding because they are associated in the mind of the infant with satisfaction of biological and social needs (Gardner and Lambert, 1972). Moreover, Mowrer explains that since this reinforcement is generally accompanied by the parents' verbalization, the language sounds themselves can have reinforcing properties. For example, when a child is alone and imitates a sound sequence like one in the parents' language, this act, through auditory feedback, is reinforcing for the child as well. This attempt to imitate the parents' language is defined by Mowrer as "identification." Hebb, Lambert, and Tucker (1971) claim, however, that "identification" only explains part of the theory of first language acquisition, since much of language learning takes place through forms of perceptual learning where the role of reinforcement is less noticeable. Other times, language learning occurs through direct forms of reinforcement such as withholding a reward until the child masters the appropriate language response. Mowrer defends his view, however, that various forms of instrumental learning, including perceptual learning, are based on the emotional dependence between the child and the parent.

Researchers like Gardner and Lambert argue that a similar process to identification, extended to a whole ethnolinguistic community, in addition to an inquisitiveness and genuine interest in the target group, must underlie the long-term motivation required to acquire competence in a second language. Furthermore, these researchers reason that short-term motivations, such as the need to acquire passing grades in the language course, insufficiently account for the persistence and drive required in the laborious task of attaining competency in the new language. Mowrer's notion of "identification" in the first language differs in its application to second language learning. While in the first language, "identification" derives from the satisfaction of basic biological needs; in second language learning, more social and interpersonal motives are brought into play (Gardner and Lambert, 1972). For the above reasons, Gardner and Lambert introduced a new term, "the integrative motive." Millard and Dollard in 1941 refer to the social needs as secondary or derived drives. The similarity, however, between first and second language acquisition, according to Gardner and Lambert, is that language is a means to an end rather than an end in itself; that is, languages are learned in the process of becoming a member of a particular group, and the underlying motivation is one of group membership, not of language acquisition per se. Therefore, the "integrative motive," a term distinctively used in second language learning, is a person's willingness to become a member of another ethnolinguistic group.

1:8 The Socio-psychological Theory of Language Development

A small group of students at McGill University and the University of Western Ontario conducted a twelve year study, the findings of which have permitted Gardner and Lambert to construct the beginnings of a socio-psychological theory of second or foreign language learning. Briefly, their theory suggests that a successful second language learner must be psychologically prepared to adopt various aspects of behaviour which characterize members of another linguistic-cultural group (Gardner and Lambert, 1972). They maintain that the student's ethnocentric tendencies and attitudes toward the target group will determine how successful the student will be in second language acquisition. Furthermore, the learner's motivation to learn is thought to be determined by his attitude toward members of the target group in particular, and toward foreign people in general, and by his orientation toward the learning task at hand. Attitudes were found to be important because they sustain a student's level of motivation.

1:9 Instrumental and Integrative Motivational Orientation

The term "motivation," when defined by behavioural scientists is two-fold: one, the goal toward which concerted activity is directed; and two, the effort or persistence in the process of striving for the goal. Dunkel (1948) distinguishes, therefore, between motivational orientation, the objectives or purposes of second language acquisition; and motivational intensity, the persistence of motivation.

There are two types of motivational orientation: instrumental and integrative. Orientation is said to be instrumental if the purposes for language study reflect the more utilitarian value of linguistic achievement such as attaining a better career, or financial advancement. The instrumental orientation is characterized by Gardner and

Lambert as the desire to gain social recognition or economic advantages through the knowledge of a foreign language. This perspective is more self-oriented because the student is willing to learn a new code with the intention of deriving benefits of a non-interpersonal nature. The instrumentally motivated learner uses the other language and cultural group as an instrument of personal satisfaction, with little interest in the other group. In contrast, the orientation is integrative if the student wishes to advance his/her knowledge of the target group's culture, to the point of being culturally accepted by that group. The motives for being culturally accepted into the target group may vary: some may appear anxious to be accepted into another ethnolinguistic group because of dissatisfaction experienced in their own culture, while others, satisfied with their own culture, wish to join another ethnolinguistic group in order to meet new friends. Gardner and Lambert elaborate further on this theory and state that the more proficient the learners become in the second language, the more likely it is that the target language group may become a second membership group for them and that they may find their place in their original group modified. Also, this theory suggests that, depending on how the language student adjusts to the two cultures, the learner may experience a feeling of regret as they lose ties with the original group, mixed with the frightening anticipation of entering a new and somewhat confusing group. Consequently, the second language student may experience the feelings of social uncertainty and dissatisfaction which often characterize an immigrant.

Hence, the acquisition of a new language involves adopting appropriate features of behaviour which characterize members of another linguistic community. According to Gardner and Lambert, it goes well beyond just acquiring a new set of verbal habits. Furthermore, these researchers claim that grammatical patterns, mode of pronunciation, and sounds have a significance well beyond simple translations by a teacher or grammar book; they convey distinctive aspects of behaviour of the target cultural group.

In addition to the instrumental and integrative forms of motivational orientation, Gardner and Lambert (1972) found in their analyses yet another form: that which explains the resentment that members of a linguistic group (usually the minority group) feel towards another group whose language they are forced to learn through economic or social pressure.

1:10 Anomie

Prior to reviewing the literature, another sociopsychological variable must be examined, in addition to motivational orientation (integrative or instrumental) and motivational intensity. One such variable is anomie, a concept which comes from the French sociologist Durkheim (1897). His research dealt with feelings of normlessness or not belonging. Durkheim felt that these feelings were symptoms of adjustment difficulties faced by the majority of people in urban, industrialized communities. These feelings of alienation, personal disorganization, and social incertitude are felt by the immigrant, as a bilingual person struggling to keep comfortable contacts with two cultural traditions while retaining dual-membership (Gardner and Lambert, 1972). It is important to measure feelings of societal dissatisfaction to assess if there is a feeling of being lost between two cultures in the process of learning a second language. In so measuring, Gardner and Lambert were able to chart each student's relative satisfaction with his/her own cultural group in contrast to the other. This term therefore refers to the feelings of uncertainty which characterize not only the socially unattached person, but also the bilingual or serious student of a second language and culture (Gardner and Lambert, 1972).

1:11 Assumptions and Limitations

An important limitation of this study is that it is confined to student motivation and proficiency for Core French Students at the Grade 6, 7, and 8 levels within an urban school in a city population of approximately 360,000 people. The generalizability, therefore, of the results is restricted in the sense that they are concerned with students studying French as a second language for relatively small periods of time. In this research paper, the second language is only French. This study does not attempt to relate aptitude, attitude, and second language acquisition when the language is acquired in the immersion-type setting. It is limited to students whose background is not French, and to students who do not have learning disabilities. A detailed study of the factors influencing second language instruction is beyond the scope of this paper and outside its immediate frame of reference. Also, this study does not attempt to examine the effects of student personality on attitude, although there is much research being done on this topic. However, the key factors with which we are concerned in their relationship to achievement are the attitudinal/ motivational variables and aptitude. The correlational design of this research provides a description of the relationship between variables: it attempts to explain correlation, not causation.

However, in assessing the motivational orientation, motivational intensity, and attitudes of each student, questionnaires are used as a measurement tool. One crucial assumption, therefore, is that a self-evaluative questionnaire is a valid tool of assessment. It can be argued that any tool put forth as a measure of an affective variable must be validated against how people actually feel and what they really believe.

However, since the majority of evidence does demonstrate a relationship between second language proficiency and attitudinal/motivational variables, in attempting to identify the factors which account for this association, one has followed the underlying assumption, a notion, that second language acquisition is a social and psychological process as well as an educational one. Gardner and Lambert (1980), in a response to Oller and Perkins (1978), state:

> If the argument proposed by Oller and Perkins were accepted and the demonstrated relations between affective variables and second language achievement were discounted, the result would be a considerable loss to our understanding of second language learning and the role played by social factors. (p.269)

1:12 Definition of Terms

A definition of important terms is important at this point to clarify understanding of the study.

Aptitude: The term aptitude refers to a set of abilities which are important in learning a second language. According to Carrol's research (1974), these abilities are phonetic coding, sensory ability, grammatical sensitivity, and inductive learning.

Attitude: Attitude connotes a subjectivism or mental state of preparation for action. Its eclectic nature has made it a major means for measurement and research, as it does not serve any one school of psychological thought. It is the elasticity of its application which enables us to use it as a means to determine how some of the factors operate in influencing second language acquisition.

Allport (1954, p.44) defines an attitude as a "neuropsychic state of readiness for mental and physical activity." Much of the theory with which this research is concerned is continued in his statement:

> Attitudes form the basis of all languages and communication. In them is implied all finished social behaviour and through them practically all social adjustment is consummated. Public opinion is the highest form of collective attitudes. (p.45)

Bogardus states that "an attitude is a tendency to act toward or against something in the environment which becomes thereby a positive or negative value" (Allport, 1954, p.45). It is evident that historical research recognized the positive and negative value of attitudes and their impact on the individual within a culture.

Grammatical Sensitivity: This is defined as an awareness and appreciation of the function of grammatical elements in one's language.

Inductive Language Learning Ability: This term refers to the ability to induce patterns of the language from the primary language data. It is also seen as being conceptually similar to general reasoning.

Instrumental Intensity: This is defined as the desire to or willingness to learn a new code with the intention of deriving benefits of a non-interpersonal nature.

Integrative Orientation: This term refers to the willingness to acquire the language in order to become more like valued members of the second language community (Gliksman, Gardner and Smythe, 1982).

Motivational Intensity: This term refers to persistence in the process of striving for the goal.

Motivational Orientation: This term is defined as the goal toward which concentrated activity is directed.

Phonetic Coding: This is defined as the ability to code and assimilate phonetic material and store it in memory for long periods of time. It is considered to be the most important of the abilities.

Sensory Ability: This term refers to the capacity to remember large amounts of material and, although it conceivably involves the use of some mnemonic system, this system is not specified.

1:13 Hypotheses

Hypothesis One: There is a significant correlation between language aptitude and second language proficiency, as measured by final French grade.

Hypothesis Two: There is a higher correlation for attitudinal/motivation variables and second language learning than aptitudinal variables.

Hypothesis Three: Highly integratively motivated students have more favourable attitudes toward second language acquisition, and are more motivated to learn French, than the instrumentally motivated learners.

Hypothesis Four: Grade 6 students will score more favourably in attitudinal/motivational measures and will consequently have higher achievement scores than Grade 7 and 8 students.

Hypothesis Five: It is predicted that females will score higher than males on attitudinal/motivation measures and will consequently have higher grades in French.

1:14 Summary of Chapter One:

When measures of aptitude are correlated with second language achievement, the validity coefficients show considerable variability from situation to situation. This suggests that measures other than aptitude account for the difference in grades. Thus, the purpose of this paper is to test the comparative importance of aptitude and attitudinal/motivational variables in second language acquisitions for Grade 6, 7, and 8 students of Core French. Much research has shown positive correlations between positive attitudes, integrative orientation, and student achievement scores in a second language. If in this study it could be determined how negative, neutral, or positive attitudes affect motivational orientation and thus second language acquisition, then instructors could devise methods in their curriculum to maximize positive attitudes by creating an inviting environment for all students.

CHAPTER 2

THE REVIEW OF THE LITERATURE

2:1 Introduction

The second chapter of this paper reviews the literature in this field of study. It will provide an overview of the initial studies on the topic of motivation, the Gardner and Lambert studies, and other studies which support the importance of attitudinal/motivational variables in second language acquisition. In addition, it will attempt to examine the role of motivational support, the relationship between attitudinal/motivational variables and behaviour, and the role of personality on the integrative motive. It will also review studies which question the validity of self-reported affective measures, as well as studies which defend the validity of the Attitude Motivation Test Battery. Furthermore, there will be an examination of the reliability and content, construct, and predictive validity of the measures.

2:2 Initial Studies on Motivation

The significance of motivation on second language acquisition was studied by Dunkel as early as 1948. His findings were minimal, partly because his notion of motivation was limited strictly to a concern for the goals of second language learning and to the amount of effort the student put forth. After a number of studies, he concluded that motivation had a significant effect on achievement, but nonetheless the effects were not pronounced. Later studies gave an indication that a more global, attitudinally based concept of motivation to learn a second language was necessary to account for variance on achievement scores.

The first attempt at a theoretical model of motivation to acquire a second language was made by Susan Ervin (1954). Ervin's theory was based on Mowrer's (1950) theory of first language acquisition. Ervin argued that successful second language acquisition depended upon a willingness of the student to identify with the target community.

2:3 Identification with Target Community

In his initial studies of bilingualism, Lambert in 1956, noted that there were some instances of superior acquisition of the second language explained only on the basis of the student's identity with the target language community. In concurrence with Lambert, Nida (1956) reported a case history of one missionary who had difficulty acquiring a second language despite a good language program and good teachers, and a high level of language aptitude. Nida explained this failure in terms of emotional difficulties in incorporating another language, difficulties which could be traced to the student's early home experience. Apparently, this missionary had extreme difficulty in acquiring an adequate command of a foreign language. As it turned out, as a boy his parents had immigrated to the United States and he had dissociated himself completely from his foreign cultural background.

His desire for integration into American culture was so intense that he denied any knowledge of the parental language. Nida therefore attributed his inability to acquire the foreign language to intense emotional reaction to a "foreign" language.

The above authors all agree that learning a second language involves more than learning another language code. The speech sounds, grammatical constructions, and orthography are characteristic of another cultural group; therefore, student attitudes toward the language and culture of the other group can greatly influence the acquisition of the second language.

Numerous observations have suggested that some integrative-like processes play an important role in the learning of a second language. Lambert (1956) discussed the case of an English-speaking American graduate, who when measured with psychological tests proved to be clearly dominant in his use of French over his use of English. This student had a particular pattern of attitudes. Although this is an extreme example of what is meant as the integrative motive, the student was disillusioned with the American scene, reacted strongly against non-European things, and read only French newspapers and other French reading material. This student claimed that he had recently been to France and was returning as soon as possible to stay (Gardner and Lambert, 1972).

A similar case was reported by Whyte and Holmberg (1956). They found that those Americans who, when working in Latin American, believed that they shared physical attributes with Latin Americans, and who wanted to interact with them as social equals, attained greater fluency than workers who could not or would not make this identification. In fact, the integratively motivated workers even learned the local language. The language student, therefore, must be willing to adopt appropriate features of behaviour that characterize members of the other linguistic community. The grammatical patterns, manner of pronunciation, and words come to be regarded as specific behaviours of the other cultural group.

In keeping with this point of view, Politzer goes one step further (Rivers, 1964) when he states that language can't be taught; language must be learned.

Consistent with this interpretation, other studies report attitudinal differences associated with second language achievement. For example, Lambert, Hodgon, Gardner, and Fillenbaum (1960) found that bilingual subjects obtained significantly lower scores than monolinguals on the California F-Scale (Adorno et al., 1950). The California F-Scale is a measure of authoritarian or prejudiced attitudes. In conjunction with these findings, Gardner (1958) found that adults studying Advanced French at night school scored lower on the California F-Scale than adults in more elementary French courses. These findings suggested that second language achievement might be facilitated by a positive or favourable orientation toward ethnolinguistic groups different from one's own.

2:4 The Gardner and Lambert Studies: The Integrative Motive

In 1959, Gardner and Lambert, whose research will be discussed in detail throughout this chapter, argued that student attitudes toward the language study and the speakers of the target language can have an influence over and above the student's aptitude.

> The important result is that two factors, not one as previously presumed, are associated with second language achievement. Furthermore, the variables constituting the `new' factor have an empirical as well as a theoretical basis. (1972, p. 196)

In the first study in 1957, 43 male and 32 female Montreal high school students studying French as a second language completed a battery of tests including measures of linguistic aptitude, verbal intelligence, and certain attitudinal/motivational characteristics. The researchers' measure of motivational intensity was similar to Jones' (1948 and 1950) index of interest in learning a language.

Factor analysis of these indices indicated that aptitude and intelligence formed a single factor cluster which was independent of measures of motivation, motivational orientation toward language learning, and social attitudes to the other ethnolinguistic group. Therefore, French achievement was dependent upon both aptitude and intelligence, as well as upon type of orientation, be it integrative or instrumental, toward the other group. By examining those tests that produced the maximum multiple correlation with the criterion, four tests were selected by the Wherry Doolittle Test Selection technique which yielded the maximum multiple correlation of .558. Gardner and Lambert (1972) state that this substantiates the opinion that this is not an artifact of the factorial rotations.

Gardner and Lambart also discovered that the integratively oriented students were generally more successful at learning the second langauge than the instrumentally motivated ones. In this same study, Gardner and Lambert found that the students who were more intergratively motivated had better attitudes towards members of the French group and were more strongly motivated to acquire French. Although Gardner and Lambert favoured the view that a strong motivation to learn the second language stemmed from a desire to be accepted as a member into the new cultural community, the nature of the correlational design of their research could not determine the actual casual sequence of events.

Bernard Spolsky (1976) concurs with Gardner and Lambert's findings when he states, "One of the most important attitudinal factors is the attitude of the learner to the language and its speakers" (p.274).

The small sample, however, in this study obscured the generalizability of the findings. Therefore, in a follow-up study, Gardner (1960) confirmed his 1959 findings using a larger sample of English-Canadian students. The measures of orientation and interest in learning French emerged as separate factors, independent of language aptitude. It was found that in Montreal, the intelligent and linguistically talented French student is more likely to be integratively oriented, and likely to become outstanding in all aspects of French proficiency. Gardner and Lambert state that, "intercorrelations indicated that this integrative motive was the converse of an authoritarian ideological syndrome, opening the possibility that basic personality dispositions may be involved in language learning efficiency" (1972, p.5).

In this study, information had been gathered about parents' attitudes toward the French community. The data supported the view that a student's orientation toward another ethnolinguistic group probably developed within the family. That is, the "integrative motive seems to depend upon the family's attitudinal disposition" (Gardner, 1960). He found that students who were integratively motivated to learn French had parents who were integrative in outlook and sympathetic to the other ethnolinguistic community.

Integratively oriented students tend to have integratively oriented parents, and instrumentally oriented students tend to have instrumentally oriented parents ($x^2=6.73$, $p < .01$). Also, the student's orientation was positively related to the parents' attitude toward French Canadians ($x^2=4.30$, $p < .05$).

Anisfeld and Lambert (1961) extended the above experimental procedure to Jewish high school students studying Hebrew in Montreal. They were given tests to measure their orientation toward learning Hebrew and their attitudes toward the Jewish community. They were also given tests of intelligence and language aptitude. The test results indicated that both intellectual capacity and attitudinal orientation affect success in learning Hebrew. Ainsfield and Lambert found, however, that although intelligence and aptitude measures were stable predictors for achievement, the relative importance of attitudinal/motivational variables depended on the social class of the school district. For example, in a relatively poor neighbourhood consisting of recent Jewish immigrants, the measure of desire for Jewish acculturation did not correlate with measures of achievement in Hebrew, although pro-Semitic attitudes did.

However, the results suggested that for a student to do well in Hebrew and probably in other languages as well, he/she must possess intelligence, language aptitude, and a positive attitude toward the language community. However, the results in this paper are limited to the sample used in the study. Due to the smallness of the sample and the inequality of numbers for different variables, it is impossible to more precisely determine the role of each variable through factor analysis or partial correlations: Class A had sixteen students, B had 9, C(8a) had 15, C(8b) had 11, C(9a) had 15, c(9b) had 11.

To pursue these ideas, Lambert, Gardner, Barik, and Tunstall (1963), measured changes in attitude during a six-week study period at McGill's French summer school. Most students were university students or secondary school language instructors. These students referred to themselves as being more oriented to the European French community than to the American French community. During the course of the study, feelings of social uncertainty surfaced. As students progressed to greater levels of proficiency, so did their social unrest. In fact, they even tried to find occasions to use English, although they had virtually vowed to exclusively speak French for the six week period.

The researchers' hypothesis to explain this pattern suggests that "as students attempt to master a second language, they experience feelings of social disorganization, and as a consequence develop stratagems to control such feelings" (Lambert, 1972).

In another study, Peal and Lambert (1962) compared ten-year-old monolingual and bilingual youngsters on measures of intelligence. The results showed that bilingual children have more favourable attitudes toward both language communities than do monolingual children. Parents of bilingual children expressed sympathetic attitudes. The findings suggest that "linguistic skills in the target language are controlled by the family-shared attitudes toward the other ethnolinguistic community ($p < .01$).

The home influence has also been studied intensively by Feenstra and Gardner (1968). Feenstra and Gardner surveyed parents directly, and included in their research were measures of the aptitude, achievement, motivation, and attitude of their adolescent children studying French at a high school in Ontario. Feenstra and Gardner not only demonstrated the correlation between the integrative motive and French achievement, but also showed a marked correspondence of attitudes between the two generations. Moreover, parents with positive attitudes toward the other ethnolinguistic community encouraged their children to acquire that language more than parents with less sympathetic attitudes.

Milton Maier and Paul Jacobs, in a 1965 study with 39 sixth grade Spanish classes, also found a high relationship between aptitude and achievement and between initial attitudes and interest in learning. For 824 students, in two different self-instructional programs, the correlation of preattitudes with interest in Spanish was high, .50 for one group in the self-instructional program and .71 in the other. The correlation between aptitude and achievement was also high, .70 and .82 respectively. All of the aforementioned studies demonstrated a relationship between attitudinal variables and second language achievement; however, they all involved elementary or secondary students learning a second language for only 20 to 40 minutes per day. Therefore, the generalizability of the results is restricted to students studying a second language for short periods of time.

Although Gardner and Lambert (1972) found that integrative motivation was a better predictor of second language acquisition than instrumental motivation, there has been some criticism of the supremacy of the first over the second.

Gardner and Smythe (1975) define integrative motivation as a motivational cluster, a complex which includes integrative orientation, positive attitudes toward the target language group, the second language, the second language course, the teacher, and the desire to learn the target language. Other researchers (Clement and Marchildon, 1980) argue that the most controversial point seems to be the learners' attitudes toward the second language community and their desire to become part of it. The other variables in the motivational cluster are less controversial. Clement et al. (1980) argue that the latter components are an essential part of second language acquisition regardless of whether students are integratively or instrumentally oriented.

The validity of the distinction between an integrative and an instrumental orientation to second language learning has been the topic of much debate. In fact, Gardner himself has omitted discussion of the role of instrumental motives in his social psychological model of second language learning (Gardner, Gliksman, and Smythe, 1978; Gardner, 1981), and recent findings from Clement and Marchildon (1980) call into question the unqualified importance that has often been attributed to integrative motives (Murakami, 1980). "Notwithstanding the questionable validity of the distinction between integrative and instrumental orientations toward second language learning, it makes a great deal of sense that social context might have a significant impact on second language learning" (Genesee, Rogers, and Holobow, 1983).

Gardner states that the variable known as instrumental orientation is defined as an orientation "which de-emphasized the interest in becoming closer to the other group and focused instead on what a knowledge of the language could do for the individual without involving him directly with the group" (1975, p. 25). Positive correlations have been found between the integrative and instrumental orientations. Smythe et al. (1972) argue that they are not independent; however, the theoretical thrust behind the integrative motive is the integrative component itself. In fact, empirical studies have confirmed that integrativeness tends to correlate more highly with achievement than with ratings of instrumentality (Gardner, 1975).

It is not difficult to imagine social settings where there are factors that preclude learning a second language for integrative reasons, while there are other factors which promote second language learning for utilitarian reasons. In Japan, for example, proficiency in English would be attributed to the economic benefits that could result from doing business in English. At the same time, there may be few opportunities to learn English for more integrative reasons due to the absence of native English speakers. Yet in other cultural settings where native speakers of the target language are present, they may be unapproachable except for professional reasons, because of the cultural sanctions of associating with the "foreigners." One such example is the situation in Saudi Arabia, where English speakers could be surrounded by Arab speakers, but discouraged from socially interacting with them for cultural or religious reasons.

In the case of North America, all non-English-speaking immigrants are probably expected to learn English for instrumental reasons, primarily to get a job or to interact with public service employees, and for integrative reasons, to become part of American or Canadian society.

2:5 Studies Supporting the Importance of Attitudinal/ Motivational Variables in Second Language Acquisition

Other studies have shown the influence of attitudinal and motivational variables, in conjunction with abilities in second language learning (Gardner, 1966; Lambert, Gardner, Olton, and Tunstall, 1961). This line of research has generally involved factor analyzing a matrix of correlations derived from measures of aptitude, motivation, social and cultural attitudes, and indices of different aspects of second language achievement.

More specifically, Gardner (1960, 1966) and Lambert (1963) have hypothesized that there are two tasks involved in acquiring a second language. Firstly, there is the development of a new linguistic code and secondly, the learner must acquire behaviour patterns which characterize the culture of the other ethnolinguistic community. Gardner further linked success in this latter task to what he has defined as "the integrative motive."

The North American studies previously discussed were conducted in widely separated geographic locations where French was primarily the second language: the Canadian provinces of Quebec (Gardner and Lambert, 1959; Gardner, 1960) and Ontario (Feenstra and Gardner, 1968), and the American states of Maine, Louisiana, and Connecticut (Lambert et al., 1961). Within the North American studies, the instrumental value of the second language varied from setting to setting as did the real-life interaction with members of the other ethnolinguistic community. That is, a city like Montreal would provide instances where individuals could use French for both its integrative and instrumental value, whereas an Ontario English-speaking city, such as London would not provide the same opportunities.

Comparisons of the factor analytic patterns of results obtained in the various settings (Feenstra and Santos-Castillo, 1970) have demonstrated differences in the comparative effects of instrumental and integrative orientation on second language learning but have also shown that the acquisition of a second language requires that subjects identify with the second language community and that the motivation to learn a second language (the integrative motive) must be considered as dependent upon this identification (Gardner and Santos, 1970).

In a 1972 study of attitude, aptitude, and type of instructional programme in second language acquisition, Smythe, Stennett, and Feenstra also lend support to Gardner's (1966) contention that both specific aptitudes and attitudinal factors are involved in second language acquisition. This study sought to test the generalization that the acquisition of a second language requires that subjects identify with the target community and that the motivation to learn a second language (the integrative motive) must be considered as dependent upon this identification (Gardner and Santos, 1970).

The subjects were selected from two samples of English-speaking students entering high school. The two groups differed in the amount of French exposure that they had received and in the type of second language training. One group was given a more traditional approach and the other a more audio-lingual one, which had the explicit aim of fostering a positive attitude toward the French language and toward the people who speak it (Dumas, 1969). The traditional group had no previous formal French instruction. The audio-lingual group had two years of an oral french programme. There were a total of 78 subjects (35 male) for the traditional group and 93 subjects (45 male) for the audio-lingual group. A student attitude questionnaire, the Modern Language Aptitude Test, and the Canadian Achievement Test in French were administered.

Results indicated that achievement in French was related to general aptitude measured by the Modern Language Aptitude Test. Motivation to learn French showed some relationship with measures of achievement for the audio-lingual group (.90). Also, it was found that an integrative orientation was also related to several measures of achievement. "Cause-and-effect relationships are notoriously difficult to educe from correlational studies, but it is interesting to note that the audiolingual sample was at the same time more integratively motivated and more proficient in oral French than was the traditional sample" (p. 320). This latter finding by Smythe, Stennett and Feenstra stands in agreement with the conclusion of Gardner and Santos (1970) that "as in previous studies...the integrative motive relates primarily to oral language skills" (1972, p. 320).

In a series of investigations initiated in 1973, Gardner and Smythe (1975 a) developed a battery of attitudinal/motivational measures. In 1974, Gardner, Smythe and Smythe prepared norms for the complete battery of tests which assesses the effect of special second language programs on attitudinal and motivational characteristics of pupils.

In a subsequent study (Gardner, Smythe, and Brunet, 1977), 62 students, 6 boys and 56 girls, registered in six classes of an intensive five-week second language program held during the summer vacation period, were examined for changes in attitudes, motivation, and French achievement. The students were administered a battery of attitude and motivation tests as well as a test of oral French proficiency prior and after completion of the course. Also, teacher ratings and self ratings were collected at several times during the course. For the three groupings of students, (beginner, intermediate, and advanced), changes in attitude motivation and proficiency were observed. The course was extremely effective in increasing student motivation to learn French and in promoting an improvement in oral/aural skills. The intermediate students had expressed less interest in continuing French study and had less favourable attitudes toward French-Canadian than the other two groups.

Two distinct patterns emerge which give different implications. First, these students tend to be more ethnocentric on the post-test (M=14.11 vs 13.03; F=3.18, $p < .10$), less interested in foreign languages (M=29.90 vs 30.77; F=4.66, $p < .05$), and less integrative in orientation (M=23.85 vs 24.49; F=3.88, $p < .10$) than on the pre-test. The results indicated that the beginning students tend to be more ethnocentric and anxious, ($p < .01$). The intermediate students tend to be less certain about their interest in second language study. The advanced students were more pleased with the manner in which they were treated by teachers.

When second language proficiency was measured from the student's point of view, the advanced students were superior to the intermediate ones, who in turn were superior to the beginners. The teachers' rankings concurred with student self-ratings; however, the teachers found greater differences between beginners and intermediate students than between intermediate and advanced students.

A significant interaction was obtained for the measure of French fluency (F=4.82, $p < .01$). An inspection of this pattern shows a considerable improvement on the post-test for beginners, less pronounced for the intermediate, and an even smaller one for the advanced. Therefore, the intensive program was beneficial, as it brought students up to the next level of speech fluency.

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These findings suggested that over the course of the program, students had the tendency to become less integratively motivated, more ethnocentric, and less interested in the target language. These findings suggest that intensive language training can make individuals less tolerant of learning the second language. Other findings, however, indicated that students became less anxious in the classroom, more motivated to learn French, and more apt to take advantage of opportunities to speak French, suggesting that pupils become more comfortable with the second language as a result of intensive training. These results concurred with previous findings of Lambert et al. (1963).

In 1963, Lambert et al. designed a study which differed in two respects from previous studies. It involved older students, in an intensive language program which involved their active participation for the greater part of the day. In this study, the results only partially supported previous findings. For elementary students, achievement was associated with favourable attitudes toward the target cultural group and an integrative orientation toward language acquisition. For the advanced students, however, the results indicated that the intensive language program had the effect of modifying some attitudes. While measurements of authoritarianism and anomie increased significantly for elementary students, for advanced students only anomie was significantly increased.

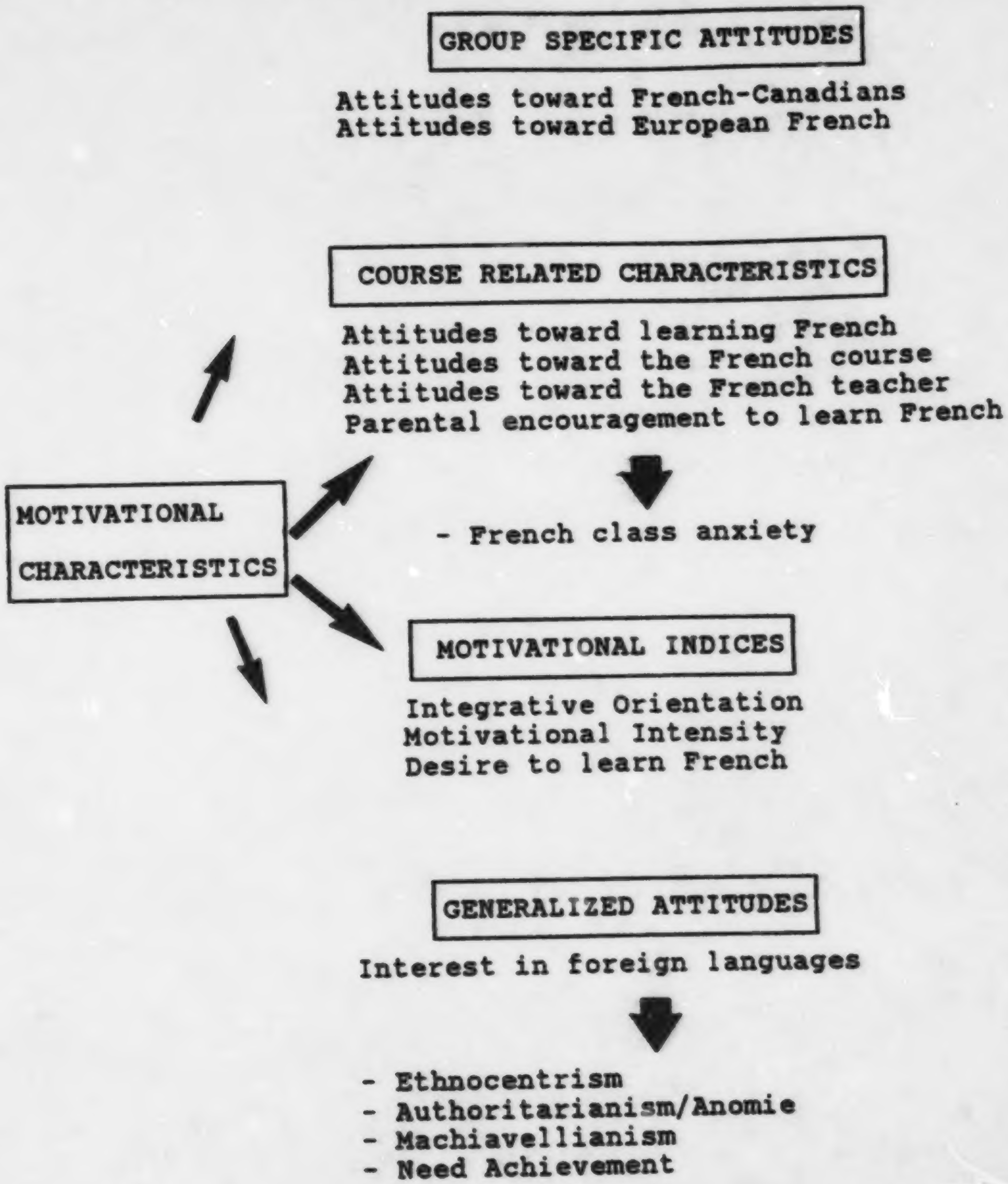
One limitation to the results of the Gardner, Smythe, and Brunet (1977) study is that it was situated in a community which did not speak the second language; therefore, it was not determined whether contact with the other language community could influence the results.

In an intensive second language study by Gardner and Smythe, published in 1979, an investigation of the relationship of a series of attitudinal/motivational variables to achievement in an intensive French program was conducted on a sample of 89 Canadian students and 65 Americans. The results demonstrated an association between an attitudinal/motivational factor referred to as an integrative motive, and French oral proficiency for the Canadian students, but not for the American students, even though the integrative motive factor was obtained in both samples. Moreover, both samples experienced a decrease in anxiety and attitudes toward bilingualism, and increased French proficiency as a result of the program. The American sample also exhibited a decreased desire to learn French. The results of this study seemed to reflect the role of attitudes in second language acquisition, but attention was also directed to the influence of the socio-cultural background of the student on attitude. These findings are consistent with previous findings (Gardner, Smythe, and Brunet, 1977) that there could be an increased motivation to learn and increased proficiency in the second language, as well as decreased anxiety and tolerance for other groups as a result of intensive language study.

Gardner, Smythe, and Clement (1979) found results which concurred with the results in the Lambert et al. (1963) study. An immersion program resulted in feelings of anomie for both elementary and advanced students, and increased authoritarian attitudes amongst elementary pupils. Direct comparisons cannot be made between these studies since measures were not the same, but all of them give evidence to suggest that programs do affect attitudes associated with ethnic tolerance. Since the French-Canadian community is not part of the social context of the American scene to the same extent that it is in Canada, the American sample was instrumentally oriented rather than integratively motivated. There was, however, another factor which could affect the results: age. The American sample was older and had less training than the Canadian sample. Gardner et al. suggest that either or both factors could account for the reduced association between the integrative motive and French achievement. Lambert et al. (1963) also suggest that the determining factor may be age. They found no relationship between attitudinal variables and achievement for advanced students in an intensive immersion program, which they also attributed to the age factor. They argued that perhaps attitudinal variables may not be highly related to achievement for older students or students with previous French studies. Research seems to indicate that perhaps for older students, especially those from a cultural milieu which does not include the target language group, there are a number of reasons for learning the second language which could mitigate the effects of attitudinal variables (Gardner, Smythe, and Clement, 1979).

The many variables which may possibly affect second language proficiency are best summarized by Gardner and Smythe (1975) and are presented in Figure 1.

FIGURE 1. Aspects of the Motivation to Learn French



GROUP SPECIFIC ATTITUDES

Attitudes toward French-Canadians
Attitudes toward European French

COURSE RELATED CHARACTERISTICS

Attitudes toward learning French
Attitudes toward the French course
Attitudes toward the French teacher
Parental encouragement to learn French

- French class anxiety

MOTIVATIONAL CHARACTERISTICS

MOTIVATIONAL INDICES

Integrative Orientation
Motivational Intensity
Desire to learn French

GENERALIZED ATTITUDES

Interest in foreign languages

- Ethnocentrism
- Authoritarianism/Anomie
- Machiavellianism
- Need Achievement

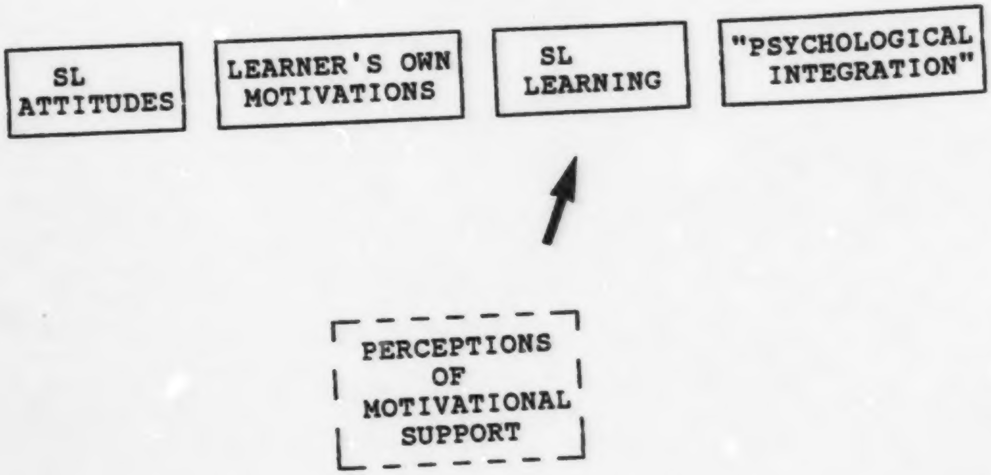
Gardner, R.C., and Smythe, P.C. (1975). Motivation and Second Language Acquisition. Canadian Modern Language Review, 31(3), 222.

2:6 Motivational Support

In a recent study conducted by Genesee et al. (1983), it was found that students' expectations of motivational support from the target language group emerged as significant predictors of second language performance. They concluded that socio-psychological models of second language learning need to consider the role of intergroup factors more seriously. Their hypothesis was tested by asking English-speaking Canadians why they were learning French and why French-Canadians wanted them to learn French. The researchers used regression analyses to examine the relationship between the motivational predictors and students' second language proficiency. The subjects were 34 Grade 12 English-speaking Canadian students in Montreal who had been studying French from 40 to 60 minutes per day since Grade 1. All students were male and were attending a private school in Montreal. Interestingly, "statements pertaining to the student's perceptions of motivational support emerged as univariate predictors of the second langauge outcomes which appear to implicate active involvement with the target language group, namely when speaking the language, and when participating in groups comprising members of only the target language group" (p. 216). Thus, the more the English-speaking students felt that the French students wanted them to learn French, the more willing the English-speaking students said they would be to become a member of a leader of a group comprising only French-Canadians, and the higher they rated their ability to speak French. When multiple analyses were carried out in order to assess the net contribution of the motivational support items, the percentage of variance accounting for the student's own motivation was subtracted from total variance accounted for by multivariate solutions. There were six predictor statements: four which accounted for students' own motivation and two for their perceptions of motivational support. Together, the six predictors accounted for 67% of the variance in students' ratings of their oral proficiency. According to the multiple regression analysis, the four items account for 44% of the outcome variance. When 44% is subtracted from 67%, it leaves 23% which represents the net contribution made by the motivational support items. Therefore, this study offered evidence to support the hypothesis that a "second language learner's perception of the target language group's support for learning that language is positively correlated with the learners' self-related proficiency in the language and to their willingness to become a member of a target language group" (p. 220). Genessee, Rogers, and Hollowbow add a component to Gardner's model to represent this motivational component. This component is shown in Figure 2.

Therefore, in collaboration with Gardner's theory of the integratively motivated learner, one would expect

FIGURE 2. Schematic of Amended Gardner Model


SL ATTITUDES
LEARNER'S OWN MOTIVATIONS
SL LEARNING
"PSYCHOLOGICAL INTEGRATION"
PERCEPTIONS OF MOTIVATIONAL SUPPORT

Genessee et al. (1983). The Social Psychology of Second Language Learning: Another Point of View. Language Learning, 33(2), 222.

intergroup factors to influence second language learning, especially where members of the target group are present. Individuals who believe that the target language group is supporting their effort to learn a second language are encouraged and consequently undertake the steps necessary to learn the language, and consequently perhaps attain higher levels of second language proficiency.

In a subsequent study by Rodriguez-Brown and Ruesta (1987), which investigated the role of attitudes and motivation in second language learning, the semantic differential measure was applied to 60 college students studying Spanish in 3 different tracks: 16 in the linguistic and 27 in the cultural and 17 in the bilingual.

The semantic differential technique is a method of measuring the connotative meaning of concepts in what is referred to by Osgood, Suci, and Tannenbaum (1957) as "semantic space." This procedure includes attitude assessment among its applications. Gardner, Lambert, and Gliksman (1972), and Gardner and Smythe (1982), amongst many others, have proven this technique to be very useful in evaluating concepts which relate to a particular program. The track in which the student was placed was determined by language experience and grades. The results suggested that the different students in each track had varying attitudes toward the foreign language. The native speakers in the bilingual track had an "integrative" outlook and attitude toward usage of the target language; the linguistic-track students had an instrumental outlook on the usability of the class, associating it with job opportunities; and the "cultural" track had a very negative attitude toward the second language class and anything associated with it. Findings from this study indicate that in addition to aptitude, attitudes, and motivation (integrative versus instrumental), other attitudinal variables can significantly affect second langauge learning: attitudes toward the language, the second language, and the second language teacher.

2:7 The Relationship Between Attitudinal/Motivational Variables and Behaviour

Smith and Massey (1987) examined student attitudes toward French, the stability of attitudes, and the relationship of attitudes to classroom behaviour. The sample was composed of 169 students: 73 females and 96 males. They were from one Grade 6 and one Grade 7 class from 3 schools in Eastern Ontario; an urban, a suburban and a rural school. Measures were taken to ensure that the students had the same French exposure, teacher, and program throughout the course of study.

The Attitude/Motivation Test Battery (AMTB) was administered in early June and again in October of the succeeding scholastic year. All classes except one Grade 7 were video-taped once per week for 4 weeks prior to when the second AMTB was administered. Four students from each grade were also interviewed orally on the basis of their scores on the Attitude/Motivation Index: the 2 highest and 2 lowest scores. T-tests assessed extent of agreement. Significant chi-square values were assured to indicate that judges had discriminating power and the observed agreement was not due to change, $p < .005$. Reliabilities of composite ratings were determined by interclass correlation formulae for average ratings.

The results of this study give evidence to indicate that the presumed stability of student attitudes is reflected by a highly significant test-retest correlation: for Grade 7 students, $r=.67$, $p < .001$; for Grade 8 students, $r=.77$, $p < .001$. However, the high attitude group showed more stability than the medium or low attitude groups: for grade 8, sample $r=.71$, $p < .001$ for high attitude groups, whereas $r=13$ and .06 for medium and low grade eight attitude groups respectively.

Also, teacher-related indices reflected variations in attitudes amongst students. And, test-retest of Attitude/Motivation Index scores indicated that more variability was obtained for the suburban students. The difference of values amongst all groups for attitudes toward the French teacher and the French course were significant at $p < .001$, and attitudes toward the French course were more closely linked to attitudes toward French-as-as-Second-

Language. This study also found that during transitions, i.e., times between activities, that students with the most negative attitudes toward French-as-a-Second-Language showed significantly higher levels of socially friendly interaction i.e., (talking) with peers than the middle or high attitude groups. Also, it was found that the medium attitude students were those who were most actively involved in classroom proceedings. The response rate, however, which is controlled by the teacher, did not correspond to hand-raising frequency. The low attitude group was asked the most questions, followed by the high group and then the medium attitude group. A very important finding, however, was that the low attitude group had the lowest levels of reading and writing activity. The results obtained in this study, therefore, seem to suggest that a more positive attitude is closely linked to classroom involvement and consequently to achievement. The stability, however, of these attitudes can be affected by what occurs in the French class in even a very short period of time.

Ely (1986) concurs with the opinion that affective variables have been found to influence a student's voluntary classroom participation and in turn, through various cognitive processes, voluntary classroom participation affects second language proficiency.

Other studies have also studied the Integrative Motive and classroom behaviour.

In certain investigations, (Gardner, Smythe, Clement and Gliksman, 1976; Gliksman, Gardner and Smythe, 1982) administering a questionnaire on various motivational and attitudinal variables to Canadian high school students of French, it was found that students above the median on the "Integrative Motive" measure exhibited a significantly greater number of such classroom behaviours as voluntary hand-raising.

Naiman, Frohlich, Stern, and Todesco (1978), in their research with high school students of French in Canada, also found that hand-raising and callouts were significant predictors of French proficiency.

Seliger (1977), studying adult learners of English as a Second Language, found that students who elicit more teacher input exhibit greater gains in second language proficiency.

One possible factor which affects participation in the French class is French class anxiety, which has been found to be negatively correlated with proficiency, (Gardner, Smythe, Clement, and Gliksman, 1976). However, one casual analysis done by Gardner, Lalonde, and Pierson in 1982, failed to show an association between situational anxiety (measured by French Class Anxiety, and French Use Anxiety). Gardner et al. (1982) did find that anxiety was predicted by prior achievement. In fact, Lalonde (1982) found that self-perception of proficiency mediated the effect of situational anxiety on second language achievement, thus affecting the degree of integrative orientation and consequently second language acquisition.

2:8 The Role of Personality on the Integrative Motive

Although the present study deals with the relationship between attitudinal/motivation variables and aptitude in second language acquisition, a considerable amount of research has also been done on the possible relationships between contrasting personality syndromes (field dependence/independence) and the integrative motive. When 414 university undergraduates, 236 of whom scored at either extreme of the differentiation continuum, were measured by Thurnstone's Closure Flexibility Test, and were compared for integrativeness, t-tests indicated that field dependent students were significantly more integratively motivated, $p < .05$, thus confirming results attained by Witkin and others (1976). In Witkin's theory, the field dependent person demonstrates greater non-segregation of the self from the social field. Witkin and Goodenough (1976) found that the field dependent person is more accommodating, and more socially outgoing and accepting of others than the extremely field independent individual. In a similar manner, in Gardner's theory, the integrative orientation towards the second language involves the ability to identify the self with members of the target language group and to adopt their behaviour and patterns of thought. These findings seem to suggest that it is field dependence that provides much of the motivational support for the continuation of the endeavour. Therefore, by virtue of a relationship with motivation, personality plays a definite role in the total langauge acquisition process as well. Furthermore, it has been argued that the degree of psychological differentiation tends to be consistent on many levels of behaviour. Many studies indicate that students who are more integratively motivated are more likely to succeed in acquiring a second language; however, few permit any conclusions as to why.

In a study involving Grade 9, 10, and 11 students enrolled in a French course at a semestered secondary school in Southwestern Ontario, Gliksman et al. (1982) administered the attitude battery in their classrooms in the first week of classes. Also, six times in the 4-month period, two observers, who did not know the results of the motivation and attitude assessments, sat at the rear of the class and recorded the rate of occurrence of the following student behaviours: volunteered answers, elicited answers, total number of correct answers, total number of incorrect answers, and affect, a measure of the student's feelings in class.

In order to assess the relationship between the Integrative Motive and Classroom behaviour, students were classified as integratively motivated or non-integratively motivated on the basis of their scores on 6 tests: Attitudes toward French-Canadians, Degree of Integrativeness, Attitudes toward Learning French, Attitudes toward European French, Motivational Intensity, and Desire to Learn French. The scores on the tests were summed to provide an integrative motive score. A median split was performed and the students with scores above the median were considered integratively motivated. Each measure derived from the observation sessions was analyzed by means of a 3x2x3 split plot analysis of variance. The method of unweighted means was used due to unequal sample sizes.

According to the researchers, significant main effects were obtained on the dependent measure of total number of correct responses made for each of the 3 factors, Session, $F(2,270)=10.66$, $p < .001$; Grade, $F(2,135)=10.60$; $p < .001$; and Integrative Motive, $F(1,135)=4.97$, $p < .05$. These results imply that students gave more correct responses in the third session ($M=3.16$), than the second ($M=3.18$) or the first ($M=2.48$). Gliksman et al. (1982) have the opinion that students become more accustomed to the teacher's demands, to the material being taught, or possibly to the observers in the classroom.

The findings of this study have important implications with respect to the role of motivation in learning a second language. They demonstrate that integratively-motivated students tend to volunteer more answers ($p < .01$), are more correct in responses ($M=3.27$ versus $M=2.61$), and more satisfied and rewarded for their participation ($p < .05$).

The integrative motive, therefore, plays its major function in orienting the student to capitalize on every opportunity to improve proficiency, consequently affecting achievement. Therefore, students with a heightened level of integrative motivation remain active in class and maintain their enthusiasm in the classroom. Evidently, they are more knowledgeable about the material during class, and as other studies have demonstrated, perform better on various assessments of language proficiency (Gliksman et al. (1982). These results concur with other major studies conducted in Canada, the United States, the Philippines, England, and India, that integrative orientation is positively correlated with the attitudinal/motivational factor related to achievement and with oral skills in second language acquisition.

2:9 Questioning the Validity of Self-Reported Affective Measures

Thus far we have concentrated on the studies which concur with or have expanded upon the empirical findings of Gardner and Lambert (1959, 1972). However, Oller, Hudson, and Fei Liu (1977) claim that Gardner's work (1975), which related degree of integrativeness and degree of instrumentality along with other measures of aptitude and attitude, to behavioral intention to continue to study French, a French vocabulary test, and scores on a measure of free speech, is not evidence for a very powerful relation between attitudes and attained second language proficiency. Oller, Hudson and Liu claim that the existing research on the effects of affective variables depends on measures with questionable claims to validity. Oller claims that Gardner's highest average correlation is only .21 (between integrativeness and free speech). Furthermore, Oller states that very little variance on the language test is explained by motivational variables such as integrativeness and instrumentality. In fact, he claims that the correlation only accounts for less than five percent of the variance in the measure of second language proficiency. It is not that Oller, Hudson and Liu disagree that there is a substantial relation between attitudes and second language acquisition, but that they feel that the measures of proficiency could also be made more reliable by using the "cloze procedure". It is the measurement of affective variables which has been questioned and not their existence, nor their relationship to second language acquisition. Oller concurs with Spolsky's (1969) opinion that much inconsistency exists in correlational studies linking attitudes to proficiency, due to the fact that the "direct question" method regarding reasons for studying a second language are "subject to a good deal of variable interpretation by socially sensitive respondents" (p. 4).

Also, Oller claims that the "indirect question" method used by Spolsky (1969) was a more successful method in predicting overall proficiency in the target language. Spolsky used identity scales which required the respondent to indicate how well a set of 30 adjectives described himself, how he would like to be, speakers of the native language, and speakers of the target language.

According to Spolsky (1969), there was a positive correlation between language proficiency and difference scores on the scales relating to the self, native language group, and target language group (Oller, Hudson, Liu, 1977, p.5). If the subjects saw themselves or how they would like to be as more like speakers of their native langauge and less as speakers of the target language, then they achieved lower levels of proficiency in the target language. Conversely, if they saw themselves, or how they would like to be, similar to the way they described speakers of the target language, then they were more proficient in the target language.

Oller and Perkins (1978b) attribute the limitations or validity of self-reports to such factors as: self-flattery; the approval motive, looking good in the eyes of others; or response set, being consistent in responding to related questions. An assumption that one makes when administering questionnaires, is that the respondent understands the question. Attitude measures are not perfect; in fact, Buros (1970), found them to be less perfect than any other measurement technique known to modern day psychometry.

In a reply to Oller and Perkins (1978), Upshur, Acton, Arthur, and Guiora argue that "the approval motive, self-flattery and response set are variable across subjects and comparably present in two measures to be spuriously correlated" (1978, p. 102).

Oller and Perkins (1978b) state, "what is problematic about these specific factors is that they may all act in tandem to produce reliable variance in self-reported affective measures without having any relationship at all to what the measures purport to measure" (p. 418). These researchers believe that these factors produce a "psychometric mirage," and that if the questions are put in the subject's native first language, they become direct, though weak, measures of first language proficiency or intelligence (Stump, 1978). Similarly, a test which poses questions in the second language is a direct, but weak, measure of second langauge proficiency.

Oller and Perkins (1978b) question the empirical validity of the measures on which much of the research concerning the basis of hypotheses relating attitudinal measures to achievement is done. Regarding the hypotheses, they state: "This is not the same thing as saying that those alternatives are implausible or even incorrect, rather they are intestable opinions unless and until demonstratably valid affective measures can be produced" (p. 419). Oller and Perkins share the view that self-report inventions are direct (but weak) measures of language proficiency, a view which would invalidate much of the previous research done on such measures.

As cited by Oller and Perkins (1978b), Buros (1970) states that judgments about cognitive skills are almost universally more valid and reliable than judgments about affective traits. Oller and Perkins state that "the measured validity of self-reports of second language proficiency provides a generous upper-bound for self-reports of affective constructs" (p. 422). Oller and Perkins (1978) conclude:

> Therefore, we believe that many affective measures, though most of them remain completely unresearched, are probably less valid than the claims based on them require to be. Thus, it is imperative that theorists working in this field either put up incontrovertible evidence that they have devised more valid measures or exercise greater caution in stating their supposedly empirical arguments. We believe that affective variables are indeed important to learning in a great variety of ways, but we do not believe that the validity of commonly used measures has been adequately shown. Further, the suggestion that existing affective measures may correlate with attained language proficiency (in first and second language) due to the influence of extraneous factors, must be disproved before it will be possible to argue in favor of another explanation of the observed correlations in the literature. (p. 422)

Oller, Hudson, and Liu (1977) support the opinion that the cloze procedure has proven to be a reliable and highly valid technique to measure global language proficiency (Spolsky et al., 1968; Oller and Conrad, 1971; and Irvine, Atai, and Oller, 1974). In their opinion, it correlates as well or better with standardized tests of second langauge proficiency. Oller, Hudson, and Liu state: "the cloze procedure has the additional advantage of being a highly integrative language task which makes it preferable from a purely theoretical vantage point over tests aimed at discrete points of vocabulary and grammar" (1977, p.6).

By using the cloze test as a measure of proficiency, every seventh word was deleted from a passage of prose, but the first and last sentences were left intact. The test included 50 blanks and was scored only by exact word criterion. Also, an attitude questionnaire was designed following Spolsky's 4 identity scales. Additional questions were adapted from Gardner and Lambert to differentiate between integrative and instrumental motives. Forty-four subjects, including 16 females and 28 males, most of whom were graduate students working toward degrees in the United States, completed the cloze test and the attitude questionnaire.

Oller, Hudson, and Liu's results partially supported the distinction between integrative and instrumental orientation toward second language acquisition. In their view, however, indirect methods of attitude measurement are better predictors of second language proficiency than direct questions. According to these authors, integrative orientation could be redefined as affective personal qualities such as "kindness, friendliness, sincerity, and helpfulness" (p. 20), while instrumental orientation could be related to "cognitive and impersonal traits such as intelligence, efficiency, material success, and power." (p. 20). These authors also support the opinion that the pattern of interrelationships between variables is much easier interpreted by using the identity scales (Spolsky, 1969), instead of the direct question method (Gardner and Lambert, 1972). Furthermore, Oller et al. (1977) point out that the identity scales are a better tool in revealing the changing attitudes of second language students during the course of becoming more proficient, toward the speakers of the target language. The direct question method, however, somehow concealed this evidence. Moreover, Oller et al. (1977) claim that more of the variance on the cloze test was predicted by subjects' attitudes toward themselves, their native language group, or toward the target language group than by attitudes expressed in response to Gardner and Lambert's direct question method. "The multiple correlations obtained at statistically significant levels from stepwise regression analyses were respectively, .52, .52, .50, and .47. The best sets of predictors of the cloze score were obtained from subjects' ratings of themselves and of their native group" (p. 21). In other words, it appeared that a positive attitude toward the self and toward members of the native language group resulted in higher scores on

English proficiency for the Chinese immigrants. The more the subjects thought that Americans were kind, sincere, and friendly, the better they did on a test of English proficiency.

The identity scales are much simpler and seem to provide less specific information regarding a subject's motives for acquiring a second langauge. What these scales do reveal, however, according to Oller et al. (1977), are subtle ways that subjects attribute to the target group attributes associated with themselves or with their native language group, that is, "what appears to be a negative trait for the target group may not be negative at all in reference to the self or the native language group" (p. 21). For example "stubborn" and "nervous" load together on what would appear to be a negatively valued factor as a description of the target group (Americans), but on closer analysis it loads positively on how subjects, (i.e., Chinese immigrants) view themselves. This paper by Oller, Hudson, and Fei Liu, may therefore tentively be interpretated as giving empirical support to the notion that language teachers often have, that the "outgoing, friendly, and talkative student is the more successful second language learner" (Valette, 1964).

In a second study of four studying the relationship between attitudes and attained proficiency in a target language, Chihara and Oller (1978) investigated whether or not attitudinal questions corresponded with proficiency scores in the target language in a foreign language context; that is, not in a context where the target language is spoken everywhere (second language context), as with the Chinese immigrants in America (Oller, Hudson, and Liu, 1977), but in a formal classroom context.

The subjects of the second study were 123 Japanese adults in basic, intermediate, and advanced English-as-a-Foreign-Language classes at the Osake YMCA, Japan. The cloze test used by Oller, Hudson, and Liu was also used in this study. Also, the attitude questionnaire used in the first study was adapted and translated into Japanese, as were Gardner and Lambert's direct questions regarding the importance of reasons for traveling to an English-speaking country or for learning English.

The results indicated that an integrative motive underlied reasons for traveling to an English-speaking country or for studying English. In addition, the subparts of the English-as-a-Foreign-Langauge test are strongly correlated with the cloze test and are highly correlated with one another. They correlate significantly with self ratings of the target langauge in all cases ($p < .01$). However, the correlations between the aptitude sub-tests and the proficiency measures, which include cloze test and self-ratings, are noteworthy because they are so low. Only 7 out of 24 are significant at the .05 level, but none are strong.

Also, the amount of time spent visiting a foreign country where English was spoken, correlates significantly ($p < .01$) with self-ratings of understanding and speaking skills, but not with self-ratings of reading or writing, nor with the proficiency sub-tests. Also, the time "spent in foreign English classes correlated significantly (but not strongly) with all proficiency variables, and with time spent in a country where English is spoken" (p. 62).

Therefore, the relationships between attitudes and attained proficiency are much weaker in this study than they were in Oller, Hudson, and Liu (1977). Moreover, "there does not appear to be any clear difference between the utility of indirect questions (Spolsky-type) and direct questions (Gardner-Lambert-type) as techniques for eliciting attitude information" (p. 67). These results convincingly give evidence to suggest a relationship between attitude measures, motives, and proficiency, but encourage interested researchers to perhaps question the nature of the relationship. Gardner and Smythe (1979) imply that the attitudes are directly related to motivations which have a direct effect on second or foreign language learning.

Oller and Perkins (1978a), in an attempt to provide a possible explanation for the correlation of affective measures with measures of second language proficiency, explain that the theoretical possibility expressed in figure 3 is a plausible one, but that two other possibilities need to be ruled out first, before this theoretical framework is accepted.

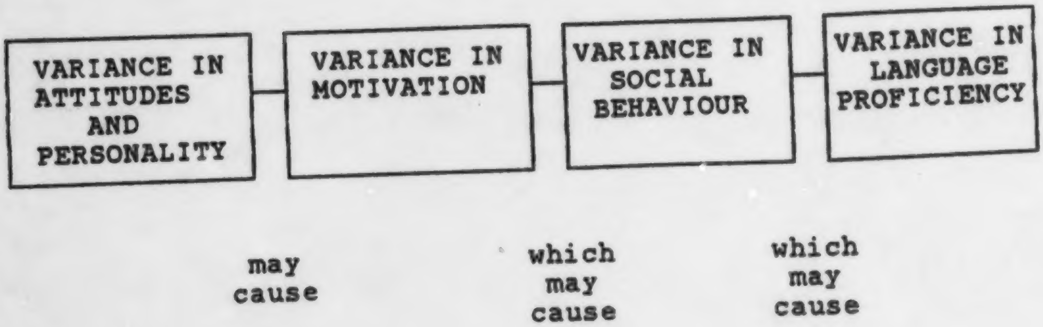
Figure 3 presents a popular hypothesis about the relation between variance in language proficiency and affective variables.

This view is advocated by Gardner and Lambert (1972), Gardner (1975), Gardner, Smith, Clement, and Gliksman (1976), Tucker, Hamayan, and Genesee (1976), Oller, Hudson, and Liu (1977), and in many other studies.

Oller and Perkins (1978a) claim that the notable problem with the interpretation offered in figure 3 is that it cannot accommodate very well situations where an integrative indicator correlates negatively with language proficiency: Oller, Hudson, and Liu (1977), Oller, Baca, and Vigil (1977) and others. Oller, Hudson and Liu found a negative correlation between English proficiency and the desire of Chinese University students to stay in the United States, and Oller, Baca, and Vigil (1977) found negative relations between Mexican-American women's ratings of Anglos on characteristics such as religious sensitivity, and English proficiency.

Another example is the Chihara and Oller (1978) study which found that students who tended to rate Japanese people as cheerful and optimistic, expressed lower scores on English proficiency. Gardner (1980) states that there may be other "inconsistencies" but he questions "whether they

FIGURE 3. A Popular Hypothesis About The Relation Between Variance in Language Proficiency and Affective Variables.


VARIANCE IN ATTITUDES AND PERSONALITY
VARIANCE IN MOTIVATION
VARIANCE IN SOCIAL BEHAVIOUR
VARIANCE IN LANGUAGE PROFICIENCY
may cause
which may cause
which may cause

Oller, J.W., Perkins, K. (1978a). Intelligence and Language Proficiency As Sources of Variance In Self-Reported Affective Variables. Language Learning, 28(1), 90.

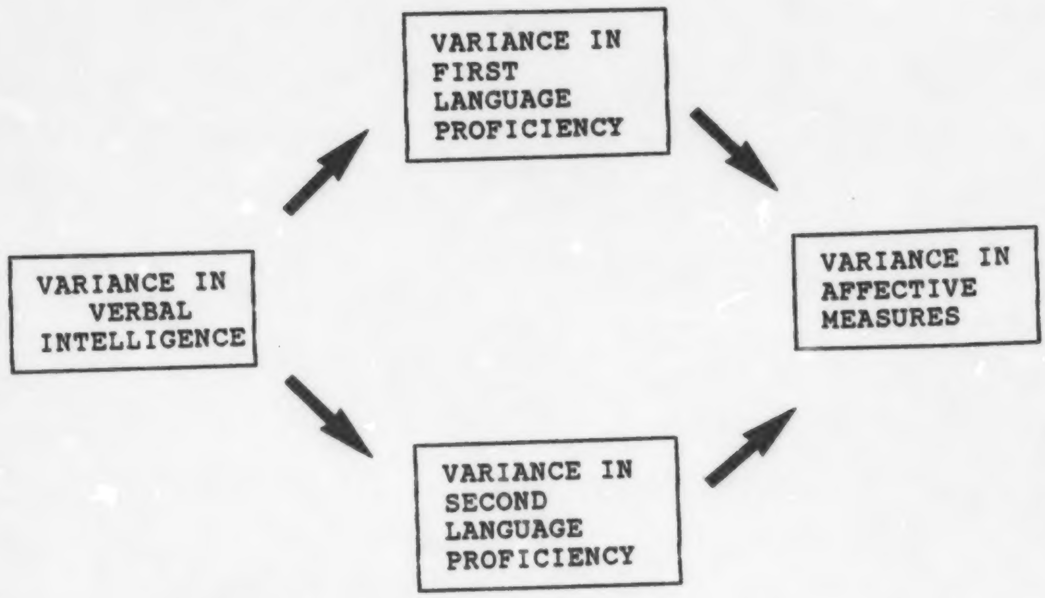
really invalidate the generalization that affective variables are predictably related to second language achievements" (p. 256).

Oller and Perkins (1978a) offer an alternative hypothesis which suggests that the variance common to language proficiency measures and affective measures may be due to intelligence and language proficiency to start with. Oller and Perkins state that if the attitude questionnaire is given in the native langauge, in order to give the "right" answers (the non-random answers that correspond to the group's overall views), the subjects must exercise their verbal intelligence: "the questionnaire thus becomes a surrepetitious test of intelligence and a rather direct test of first language proficiency" (p. 92). This hypothesis is visualized in figure 4.

Oller and Perkins (1978) also claim that the support for their claims of Figure 4 evolves from evidence that language proficiency (or verbal intelligence) accounts for as much as .64 of the variance in the g factor of intelligence as measured by a variety of tests. Also, first and second language proficiency are significantly correlated. Swain, Lapkin, and Barik, (1976) found a correlation of .68 between cloze scores in English and French for bilingual children in Canada.

A third possible explanation of the relationship between language proficiency and affective measures is

Figure 4. A Possible Explanation for the Correlation of the Affective Measures with Measures of Second Language Proficiency.


VARIANCE IN FIRST LANGUAGE PROFICIENCY
VARIANCE IN VERBAL INTELLIGENCE
VARIANCE IN AFFECTIVE MEASURES
VARIANCE IN SECOND LANGUAGE PROFICIENCY

Oller, J.W., Perkins, K. (1978a). Intelligence and Language Proficiency as Sources of Variance in Self-Reported Affective Variables. Language Learning, 28(1), p. 92.

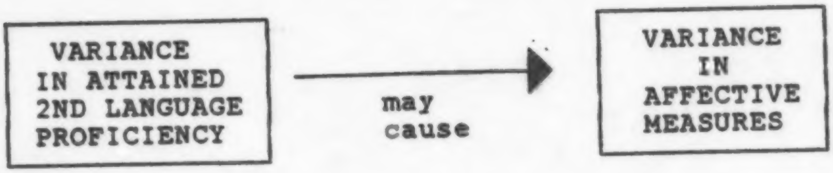
offered in Figure 5, from Savignon (1972). It implies that acquisition in the target language causes a positive or negative attitude; that is, high achievers tend to develop positive attitudes as they become more proficient, while low achievers tend to develop more negative attitudes as they earn lower grades.

Therefore, what Oller and Perkins have done in their study is to point out that the existing research on the effects of affective variables depends on measures with questionable claims of validity.

In Oller and Perkins (1978a), a correlation matrix demonstrated that the self-flattery factor can account for as much as 25% of the variance in certain commonly used affective questions presented in a Likert-type format. This empirical demonstration was carried out on 57 ESL learners drawn from the University of Michigan's English Language Institute and from the Centre for English as a Second Language at Southern Illinois University. Oller (1982) argues that 25% of variance in all of the scales is a lot larger than the 14% which Gardner (1980, p. 261) attributes to affective factor.

Upshur et al., however, argue that if as Oller and Perkins believe, self-ratings are highly contaminated by response set, and if self-ratings and valuations of identical scales correlate substantially, then there should be a substantial correlation between self-ratings and

FIGURE 5. An Alternative to the Usual Assumption About the Direction of Causation of Affective Variables in Relation to Attainment of Second Langauge Proficiency.


VARIANCE IN ATTAINED 2ND LANGUAGE PROFICIENCY
may cause
VARIANCE IN AFFECTIVE MEASURES

Oller, J.W., Perkins, K. (1978a). Intelligence and Language Proficiency as Sources of Variance in Self-Reported Affective C Variables. Language Learning. 28(1), 95.

valuations of different scales. However, of 56 correlations between ratings on one scale and valuations of a difference scale, 49 failed to reach significance. That is, "the number of correlations significant at $p < .05$ is only 7-1/2% greater than the number expected on the basis of chance alone" (1978, p. 103).

In a response to Oller and Perkins (1978a), Upshur et al. have questioned the so-called influence of self-flattery. Upshur et al. suggest that there is another interpretation of the high relationship between self-ratings on various dimensions of personality and valuations of those dimensions. Oller and Perkins suggest that subjects rate themselves highly on the characteristics which they value. The alternative point of view proposed by Upshur et al. is that "the subjects tend to value highly those characteristics which they possess and realize that they possess" (p. 102). Only the first interpretation challenges the validity of self-ratings of personal characteristics. Upshur et al., therefore feel that Oller and Perkins' argument is "ambiguous at best" (p. 103).

Upshur and others claim that "Oller and Perkins have failed to establish a proper upper-bound for the validity of self-report measures of attitude, and although their arguments in favour of spurious correlations among measures of proficiency and measures of affect seem to be flawed and therefore overstated, nonetheless the possibility still exists that obtained correlations do not reflect relations among underlying psychological states" (1978, p. 103). That is, Upshur et al. claim that one must cautiously interpret the correlations obtained in the studies which Oller and Perkins cite. Upshur et al. state that Oller and Perkins argue that the validity of self-ratings of affective variables are not apt to exceed the validity of self-ratings of language proficiency (1978, p. 101). Upshur et al. claim that the upper-bound is not supported:

> The claim about validity of self-rating of affect is a claim about the correlation between a rating and an underlying psychological variable. In this case the value which the psychological variable takes is a true criterion. The reports about validity of proficiency self-ratings on the other hand are reports about correlations between two measures neither of which is perfectly reliable or valid. Thus the correlation which Oller and Perkins propose as an upper-bound is not a proper upper-bound for a correlation between a self-rating and a true criterion at all; it is attenuated by unreliability and invalidity of the proficiency test which is used as a criterion measure. (1978, p. 101)

In a reply to Oller and Perkins, Upshur and others agreed upon the fact that correlation does not equate with causation. Secondly, they wanted to examine Oller and Perkins' arguments against the validity of self-report measures; and thirdly, to evaluate whether studies cited by Oller and Perkins provide "plausible evidence for a casual relation between affective variables and variance in second language attainment (as distinct from correlations between measures), a relation independent of verbal intelligence, approval motivation, self-flattery and response set" (1978, p. 100).

Gardner counteracts the hypothesis put forth by Oller and Perkins (1978 a), that relationships between affective variables and second language achievement are due to confounding effects of language intelligence, in his 1980 article entitled, "On the Validity of Affective Variables in Second Language Acquisition: Conceptual, Contextual, and Statistical Considerations."

By correlating scores obtained from the Attitude Motivation Index and grades in French for 29 samples of students drawn from various grades across Canada, the median strength of association obtained was 14%.

Although Oller (1978) concluded that there is not a strong relationship between langauge aptitude and second language achievement, correlations obtained by Gardner disprove this position. The correlations range from .21 to .59 with a median of .41, and are all significant. The proportion of variance in French grades which may be attributed to language aptitude varies from 4% to 35% with a median of 17%. Although these figures appear not to show a high degree of association at first glance, one must consider that the Modern Language Aptitude Test was assigned in the Fall and the grades given in the Spring.

Gardner's findings question the justifiability of Oller and Perkins' hypothesis that "self-reported attitude measures are surrepetitious measures of verbal intelligence." Correlations between the Attitude Motivation Index and Modern Language Aptitude Test vary from .06 to .33 with a median of .13. Only 10 of these are significant and 5 come from geographical areas whose cultural characteristics could influence the correlation. Gardner supports the view, therefore, that affective variables are independent of intelligence as shown by first language proficiency, because the proportion of variance common to those measures varies from 0% to 11% with a median of 1.7%.

Furthermore, Gardner claims that the "inconsistencies" cited earlier in this paper may be due to the different social contexts underlying the studies. Gardner claims that socio-cultural differences could affect the role played by affective variable in second language acquisition. He claims that English-speaking students learning French in Canada are actually learning the other official language. This context is very different from Japanese students studying Japanese in Japan, or Chinese students learning English in the United States. Gardner (1979) found in the Canadian context that relationships "between affective ability factors and achievement are higher in regions where the language is not commonly heard" (1980, p. 265).

Gardner points out that, from a conceptual standpoint, in some studies which obtained discrepant results, attitudes were measured on the basis of responses to single items.

For example, Teitelbaum, Edwards, and Hudson (1975) found that there was a positive correlation between Spanish achievement and the belief that Chicanos are not democratic. Gardner claims that "since there could be many reasons behind why one might have such a belief, it is not wise to conclude that such a statement reflects only unfavourable attitudes toward Chicanos" (1980, p. 267). Gardner (1980) concludes that "a number of items delineating the conceptual area of the attitude are required for this type of generalization" (p. 267).

2:10 A Defense of the Attitude Motivation Test Battery

Some researchers have questioned the validity and reliability of self-reports: Oller, Perkins, Hudson, and Chihara. The purpose of this section of the paper is to provide information regarding the development of the Attitude/Motivation Test Battery, with attention directed toward the validity and reliability of the test measures.

According to Gardner and Smythe (1981), the concept of reliability refers to the absence of error variance. The first type of reliability refers to "the internal consistency of the items constituting the test" (p. 511) and the second type refers to "the stability of the measurements derived from the same instrument administered on two different occasions (test/retest reliability) or parallel forms of the same test (alternate form reliability)" (p.511).

Validity, on the other hand, according to Gardner refers to the scientific utility of a measuring instrument. As cited in Gardner and Smythe (1981), Nunnally states that:

> Psychological measures serve three major functions: establishment of a statistical relationship with a particular variable; representation of a specified universe of content; and measurement of psychological traits. Corresponding to these are three types of validity: predictive validity, content validity and construct validity. (p. 511)

Firstly, in attempting to devise measures of the entire attitudinal domain which is pertinent to second language acquisition, Gardner and Smythe listed as many attitudinal factors which could somehow influence the extent to which students strive to learn another language, as possible. After considering factors such as parental role; attitudes toward school, toward the teacher, and toward the course; ethnocentrism; anomie; and the like; Gardner and Smythe sought to develop measures with content validity.

2:11 Content Validity

Nunnally states in Gardner and Smythe (1981), that "there are two major standards to be considered to ensure content validity: a representative collection of items; and sensible methods of test construction" (p. 512). For many of the constructs, "the Likert technique was considered the most appropriate, not only because it had been used by many researchers in the past, but because this approach has been found to produce higher reliability coefficients than other techniques" (p. 513).

For other constructs, such as evaluating reactions to a course, the semantic differential technique was more appropriate because educational institutions found it more acceptable than Likert items when making evaluative statements about the French course and its teacher.

Similarly, Gardner and Smythe state that a multiple choice format was selected for scales which assessed motivational intensity and desire to learn French because "it was felt necessary to present different instances or levels rather than have people respond to belief statements about such constructs" (p. 513).

In an initial investigation involving 119, 123, 116, 92, and 102 Grade 7 and Grade 11 students respectively, item analysis procedures were used to identify those items best measuring each construct. Gardner and Smythe state that standard item analysis procedures involve investigating the correlation of each item with the total score on the remaining items on the scale to which that item is believed to belong" (p. 513). Gardner and Smythe refer to these as item-total correlations. Therefore, in order to find the best items, the researchers correlated the score for each item with a total score derived from all the remaining items, and the items with the highest correlations were chosen; that is, "the items which correlate the highest with the total score measure best what the score reflects" (p. 513). High item-total correlations indicate that the scale has content validity because the same thing is being measured by all items. The item-total correlations were computed separately for each of the grades being examined. The number of times each item was classified as a "potentially good one" over the 5 grades was retained for the final test. The items selected were generally appropriate for most of the grades.

Gardner and Smythe (1981) state:

> The major reason for selecting items with high item-total correlations is to produce scales which have high internal consistency reliability, assessed by means of Cronbach coefficient (alpha). The majority of the scales have high levels of reliability, each of which have median reliability coefficients grater than .80, especially attitudes toward French Canadians. Attitudes toward European French People, Interest in foreign Languages, Ratings of an Integrative Orientation, Attitudes Toward Learning French, Ratings of an Instrumental Orientation, Parental Encouragement and Desire to learn French. Reliability coefficients for the two Anxiety Measures and Motivational Intensity are .78, .79, and .79 respectively. (p. 515)

2:12 Reliability of Measures

A second study was conducted in order to determine whether the reliability estimates attained in the first study were stable, as well as to assess both construct and predictive validity of the measures. In the subsequent study, subjects were obtained from schools located in three different suburban areas. The entire sample consisted of 314, 265, 329, 338, and 275 students in Grades 7, 8, 9, 10, and 11 respectively. The stability of the reliability coefficients was clearly established in this study. All the measures with reliability coefficients greater than .80 in the first study obtained comparably high coefficients in the second study, and the 3 measures which missed the .80 cut-off by very little, (French Class Anxiety, General Classroom Anxiety, and Motivational Intensity) obtained reliability coefficients greater than .80 in the second study. Gardner and Smythe state that "the coefficients for the remaining tests were lower, but nonetheless of an acceptable level. These results suggest, particularly for the major attitudinal/motivational measures, that the measures have a high level of internal consistency" (p. 516).

In order to assess the construct validity, factor analyses were conducted separately for each grade to determine "whether the measures relate to one another as they should if the underlying theoretical model is correct" (p. 516).

Due to the fact that data were obtained from many different schools, the data were standardized for all variables (except the dichotomous ones) within each school before calculating the correlations. For each grade, the correlations amongst 45 variables were factor analyzed. In each case, Gardner and Smythe obtained 6 factors and rated them by means of the normalized varimax procedure. The researchers found "high levels of congruence across the grades" (p. 516). Gardner and Smythe implemented the Wrigley and Newhouse criterion for congruence: "an objective index for assessing congruence between factor structures based on the same variables administered in two different samples is such that two factors may be considered congruent if the index is greater than .90" (1981, p. 516).

The following factors, listed with their respective median coefficients of congruence, were consistent across all the five grade levels: the School French Achievement (.95), Integrative Motive (.94), and Self-Perceptions of French Proficiency (.91).

Therefore, Gardner and Smythe (1981) found that this type of analysis demonstrates that there are stable relationships among different measures across all the grade levels.

2:13 Construct Validity

According to Gardner and Smythe (1981), five aspects of construct validity for the various attitudinal/motivational measures are emphasized by the results.

First, they state that high relationships among the attitude and motivation measures in the Integrative Motive factor emphasize the validity of the underlying theoretical model. The researchers argue that these relationships cannot be accounted for by methods of variance since at least three different methods are involved.

Second, Gardner and Smythe state that the fact that such variables as anxiety measures, anomie, and authoritarianism are absent in the Integrative Motive factor, "gives further support for the construct validity of the measures since it demonstrates that not all variables involving second language acquisition and/or attitudes are necessarily interrelated" (1981, p. 520).

Third, because the measure, Behavioral Intention to Continue French Study, loaded negatively for 4 of the grades, Gardner and Smythe state that this finding supports a meaningful expectation regarding the role of attitudes and motivation in the process of learning a language.

Fourth, Gardner and Smythe found that there are clear relationships between attitudinal/motivational variables and aspects of French achievement across all grade levels on at least one of the factors.

Fifth, the researchers found that the analyses clearly demonstrated that "measures of language aptitude are relatively independent of the various attitude measures (aptitude and attitude measures do not contribute consistently to the same factor)" (p. 520). Gardner and Smythe note the fact that this analysis did not focus on the relationship between attitudinal/motivational variables and French achievement, which is present in the factors listed above.

2:14 Predictive Validity

In order to correlate indices of achievement with those of aptitude and attitude, the researchers focused on three attitudinal/motivational clusters: Integrativeness, Motivation, and Attitudes Toward the Learning Situation. Gardner and Smythe decided to form the three composite indices based on a conceptual analysis of the variables and their relation to second language acquisition. They are not independent factors, as they all contribute to the Integrative Motive factors. Gardner and Smythe found that "while language aptitude and motivation are related to various aspects of French language acquisition, motivation tends to be more highly related to perseverance in language study and self-perceptions of competence, while language aptitude is more related to objective measures of competence" (p. 522). Gardner and Smythe also state that teacher evaluations "tend to be more highly associated with aptitude at the initial and latter stages of language acquisition but with motivation in the more intermediate stages" (p. 522). The general consistency of the findings is more indicative of relationships, since many of the differences do not attain statistical significance.

Other findings indicate that Motivation seems to be the best predictor of all criteria. Comparing Integrativeness and Attitudes Toward the Learning Situation: "Integrativeness seems to be a better correlate of the various criteria at the initial stages of language acquisition (Grades 7 and 8), whereas "the predictive validities for Attitudes toward the Learning Situation are greater than those for Integrativeness as students become better experienced and trained in French" (p.p 522-523). This is very pertinent with regard to self-perceptions and teacher evaluations of proficiency.

Gardner and Smythe find that group-related attitudes are more closely linked with achievement in the initial stages of language study; however, the language learning context assumes a more important role for students who continue their language study.

In conclusion, Gardner has demonstrated that within the attitudinal/motivational domain, the major predictor of achievement is motivation. Gardner and Smythe (1981) state:

> Attitudinal variables appear to be influential, not so much because of their direct association with proficiency but more because they serve as the basis for maintaining and supporting motivation in the lengthy task of acquiring competence in the second language. The present results would suggest that the relative importance of attitudes change with age and training. (p. 524)

Therefore, the Attitude/Motivation Test Battery meets the criteria for three different types of validity: predictive validity, content validity, and construct validity.

Gardner and Gliksman (1982) state that the predictive validity of the Attitude/Motivation Test Battery was demonstrated when the Attitude Motivation Index (AMI) correlated significantly for 27 out of 29 samples. Also "the median correlation For the Attitude Motivation Index, (.37), compared favourably with the median correlation of .41 between scores on the Modern Language Aptitude Test (Carroll and Sapon, 1959) and grades for the samples. Because the Modern Language Aptitude Test and the Attitude/Motivation Test Battery were proven to be independent, (median correlation .13), considering both variables enhanced prediction (median multiple correlations=.52)" (p. 192).

To test content validity, i.e., the degree that the scale being used reflects the concepts about which the generalizations will be made, a subtest of the Attitude/Motivation Test Battery was correlated with a set of Guilford (1954) attitude scales. The latter is a direct self-report procedure, whereas the corresponding scales from the Attitude/Motivation Test Battery are based on reactions to belief statements. Gardner and Gliksman (1982) state that "the overwhelming results indicate that the attitude/motivation measures correlate substantially with self-report indices of the same attitude" (p. 194).

Gardner and Gliksman (1982) use Bohrnsted's (1970) definition of construct validity, i.e., it is that which investigates whether the scales being used confirm or deny the hypotheses predicted from a theory which is based on the constructs. The theoretical model indicating that various attitude/motivation indices are to share a common variance is generally supported (Clement, Gardner, Smythe, 1977; Gardner and Lambert, 1959, 1972; Smythe, Stennett, and Feenstra, 1972). Gardner and Gliksman (1982) state "Those studies also demonstrate that these measures share variance in common with language proficiency and other aspects of language learning such as perseverance in the study of a second language" (p. 195). The theoretical model predicting that attitude/motivation measures should be relatively independent of language aptitude has also been confirmed.

Gardner and Gliksman (1982) state that furthermore, in agreement with the initial theoretical model proposed by Lambert (1963, 1967) and extended by Gliksman, Gardner, and Smythe (1976) and Gardner (1979, 1981), the measure of motivation seems to be a major determinant of measures such as French Aural Comprehension, French Fluency and Pronunciation, French Grade, Opportunity To Use French, and Behavioral Intention to Continue French Study. Attitudes are also believed to be important because they sustain the students' level of motivation.

Gliksman et al. (1976) demonstrated another aspect of the theoretical model: attitude/motivation variables are expected to sustain the student's attempts to acquire the language over long periods of time. This statement indicates that the students' behaviour in the classroom is related to these attributes for the duration of the entire term. Gliksman et al. (1976) found that the integratively motivated students volunteered more answers than others even though questions asked by the teacher were the same. Also, integratively motivated students were rated as appearing to be more satisfied at the end of the class. Grace Gayle in her article concludes:

> Further attention to the phenomena within Gardner's theoretical/empirical construct has given support to the following conclusions: (a) that motivation per se is a major predictor of achievement and that is the single best predictor of both `Grades in French' and `Behavioral Intention to Continue Studying French', (b) that a direct relationship between factors such as the integrative orientation to second language learning and achievement is questionable; rather, specific orientations and attitudes (including the integrative orientation) contribute to the second language learning process by acting as motivational supports, that is, they help to sustain the necessary longterm effort. Gardner (1978), recommends these conclusions after reference to the systematic use of partial and semi-partial correlation procedures based on standardized scores from bilingual and monolingual regions in Canada. The relevance of motivation or, specifically, the integrative motive to second language learning, therefore, not only has been illustrated, but the precise role of the affective

> variables within Gardner's theory appears to be assuming a greater clarity. (1981, p. 57)

In conclusion, even though some researchers such as Oller and Perkins (1978) question Gardner's theoretical/empirical construct and state that "it is possible that self-reported attitude measures may be surrepetitious measures of verbal intelligence and/or language proficiency, and that three possible sources of extraneous non-random variance (self-flattery, response set, and the approval motive) invalidate the measures" (p. 85), Gardner and Gliksman (1982) and Gardner and Smythe (1981) demonstrate that the Attitude/Motivation Test Battery has a high level of internal consistency, and demonstrates predictive validity, content validity, and construct validity, supporting the theory that attitudes and motivation are significant predictors of second language proficiency.

CHAPTER 3

RESEARCH METHODOLOGY

3:1 Introduction

The purpose of this chapter is to address different factors contributing to the accuracy of the information collected. It includes a description of the sample, an account of accumulated hours of French instruction, the variables, instrumentation, and procedures used to administer instruments, and the type of data analysis used. Attention will also be given to principles in each of the above sections which enhance the quality of the research design.

3:2 Research Design

A descriptive study was chosen as the format for the research design, as it was felt by the researcher to be the most appropriate means by which to illustrate the relationships amongst the variables and predictions thereof.

3:3 Sample

The subjects in this study were from Grades 6, 7, and 8 from an urban Elementary Public school situated in a low-middle class neighborhood in Southern Ontario. As summarized in Table 1, the total subject pool was composed of 152 Middle School students: two Grade 6 classes totalling 43 students, 20 boys and 23 girls; three Grade 7 classes totalling 60 students, 30 boys and 30 girls; and two Grade 8 classes totalling 49 students, 23 boys and 26 girls.

TABLE 1. Summary of the Sample by Grade and Gender

N = 152

GRADE	BOYS	GIRLS
6	20	23
7	30	30
8	23	26
	73	79

Each student had an equal opportunity to be selected for this study, providing that the following criteria were met:

1. The subject was grade - age appropriate. This obviously excluded any subject who failed and had repeated any grade.
2. The student did not come from a francophone family. This restriction was made so that if the French language were practiced in the home, it could not influence the results.
3. The student had the same hours of accumulated French instruction as others in his/her grade.
4. Finally, the student had to complete all measures in order to be selected for this study.

3:4 Hours of Accumulated French Instruction

The Grade 6 students are in their third year of 40 minute classes of French per day: 120 hours of French Study for Grade 4, 120 hours of French study for Grade 5, and approximately 96 hours of accumulated French hours of instruction for Grade 6, at the time of testing (.8 of the scholastic year=.8 x 120 hrs). Therefore, the total hours of accumulated French instruction for Grade 6 at the time of testing is approximately 336 hours.

The Grade 7 students also have been studying French for 40 minutes per day since Grade 4. If the above procedure were followed, the total hours of accumulated French instruction for Grade 7 at time of testing is 456 hours.

The Grade 8 students, however, were not following the same program as the other two Grades. They were the last group of students to be instructed under a previous, less intensive French program which is being phased out.

The total hours of accumulated French instruction for the Grade 8 students was calculated as follows: 60 hours for 20 minutes of daily French in Grade 6; 60 hours of accumulated daily French in Grade 7; and lastly, approximately 48 hours of French instruction for Grade 8 at time of testing (.8 x 60) = 48 hours.

Therefore, the estimated total hours of instruction for the Grade 8 students is approximately 168 hours at time of testing.

The above totals, 336 hours, 456 hours and 168 hours for Grades 6, 7, and 8 respectively, are only estimates, as they do not account for absenteeism, school functions, or holidays, all of which could possibly result in the loss of French instructional time.

3:5 The Variables

Three independent variables are measured in this study. Aptitude and attitudinal/motivational variables are the independent or predictor variables and achievement, as measured by the final grade the student attains in French, is the dependent or criterion variable. Aptitude is measured by the Elementary Modern Language Aptitude Test (Carroll and Sapon, 1967), whereas attitudinal/motivational variables are measured by the Attitude/Motivation Test Battery (Gardner et al., 1974).

3:6 Instrumentation

The Modern Language Aptitude Test (Carroll and Sapon, 1959), discussed in the "Review of the Literature" of this paper, was not developed to be used with students below Grade 9. However, the authors constructed an elementary version of that test (1967) to measure aptitude for foreign language learning in pupils from Grades 3 through 6. Harper and Kieser (1977) investigated the applicability of this test for Grade 7 and 8 and found that the subscales of the Elementary Modern Language Aptitude Test (EMLAT) are indeed related to subsequent achievement in French. According to Gardner (1965), it is the most extensively used and most favourably evaluated test. This test was developed to measure four abilities, which according to Carroll (1974) are primary ones involved in second language acquisition. These skills are: phonetic coding, sensory ability, grammatical sensitivity, and inductive language learning ability.

The Elementary Modern Language Aptitude Test is composed of 4 subtests which are common in form to the Modern Language Aptitude Test. These 4 subtests are:

1. Hidden Words, which consists of 30 multiple choice items identifying the meaning of words given in visual phonetics;
2. Matching Words, which includes 30 multiple-choice items comparing parts of speech in two matching sentences;
3. Finding Rhymes, which includes finding rhymes for 45 key words; and
4. Number Learning, which is a tape recorded series of aurally discriminated numbers of an artificial language. The pupil's score is the sum of all correct answers regardless of the part of the test from which the items were taken.

According to Harper and Kieser (1979), "an examination of the validity coefficients for each of the four subtests shows that the subtests can be differentiated into those with greater predictive proficiency and those with less" (p. 26). In their study, a step-wise multiple regression analysis was performed on the data to indicate that the Matching Words subtest had the greatest overall correlation with achievement measures ($p < .01$), followed in efficiency of prediction by the Hidden Words Subtest ($p < .01$). According to Harper and Kieser, these two subtests account for most of the variance in validity coefficients of the Elementary Modern Language Aptitude Test. Harper and Kieser (1977) state that "the other two subtests provide additional but fractional validity to the overall test" (p. 26). These researchers add that if time available for testing is at a premium, then investigators "could ascertain a reasonably reliable aptitude measure by giving and scoring just the first two subtests" (p. 26). They add to their conclusions that the least efficient subtest predicting achievement is Number Learning.

Therefore, the Elementary Modern Language Aptitude Test by Carroll and Sapon (1967) was selected because it has significant concurrent predictive validity for achievement in the French language ($p < .01$).

The Attitude Motivation Test Battery

As described intensively in the "Review of the Literature," the Attitude/Motivation Test Battery is a research instrument which was developed by Gardner and Smythe (1974) to assess the major affective components which have been shown to be involved in second language acquisition. It is a 160-item paper-and-pencil test composed of a variety of different subscales, developed specifically during the past 20 years to assess the non-linguistic factors of French as a Second Language learning.

The Attitude/Motivation Test Battery is composed of different formats which vary according to the items being tested. A description of this battery is afforded by "The Attitude/Motivation Test Battery: Technical Report" (Gardner, 1985).

Eight subtests using a Likert seven-alternative response format measure:

1. Attitudes Toward French-Canadians. This scale is composed of 10 positively worded items regarding French-Canadian people. A maximum score of 70 indicates extremely favourable attitudes toward French Canadians.
2. Interest in Foreign Languages. Ten positively worded items (maximum=70) assess the student's general interest in studying foreign languages.
3. Attitudes Toward European French People. Ten positive statements regarding European French (maximum=70) reflect a positive attitude toward European French people.
4. Attitudes Toward Learning French. Five positively worded items and five negatively worded items (maximum=70) indicate a positive attitude toward learning French.
5. Integrative Orientation. Four items on this scale (maximum=28) indicate that French learning is important in order to interact socially with French-Canadians or other French-speaking people.
6. Instrumental Orientation. Four items (maximum=28) indicate the utilitarian or pragmatic value of learning French.

7. French Class Anxiety. A five-item scale (maximum=35) reflects the subject's discomfort level while participating in French class.

8. Parental Encouragement. Ten positively worded statements (maximum=70) assess the perceived parental support. In addition to the Likert items, there are three subtests presented in multiple-choice format.

9. Motivational Intensity. This measure includes 10 multiple-choice items which measure the intensity of a student's motivation to learn French. A maximum score of 30 indicates a high degree of effort put forth in acquiring the language.

10. Desire to Learn French. This subtest contains ten multiple-choice items (maximum=30) measuring the desire to learn French.

11. Orientation Index. This subtest is composed of one item with four possible reasons for learning French: two reasons are instrumental, and two are integrative. This subtest, according to Gardner, is scored dichotomously: either instrumental reason is scored as 1, and either integrative reason is scored as 2.

Unlike the Likert scale or multiple-choice techniques discussed above, there are eight subtests that are assessed by means of a semantic differential format. The concepts My French Course and My French

Teacher, are each evaluated on 25 semantic differential scales. Four scores are derived for each concept.

12. French Teacher: Evaluation. The ratings on 10 evaluative scales are added to reflect the subject's general evaluative reactions to his/her French teacher. A maximum score of 70 indicates a positive evaluation.

13. French Teacher: Rapport. Five scales with a maximum score of 35 measure teacher-pupil rapport. The greater the score, the greater the perceived rapport with the teacher.

14. French Teacher: Competence. Five scales measure the student's perception of his/her teacher's competence. A maximum score of 35 indicates a high degree of perceived competence.

15. French Teacher: Inspiration. The subjects rate the extent to which they feel that their French teachers inspire them to learn French. A maximum score of 35 indicates a high level of inspiration.

16. French Course: Evaluation. Evaluations of the French course are assessed with 10 scales, whereby a maximum score of 70 indicates a most positive evaluation of the French course.

17. French Course: Difficulty. Ratings of the perceived difficulty of the course on five scales are summed to a maximum score of 35.

18. French Course: Utility. This subtest is composed of five scales. A maximum score of 35 indicates a high level of perceived utility.

19. French Course: Interest. A maximum score of 35 summed from five scales indicates students have a high interest of students in the course.

Of the above 19 measures, 11 comprise four composite indices.

1. Integrativeness. This index reflects the subject's affective reactions toward francophones, a desire to learn French for social or integrative reasons, and general interest in foreign languages. It involves the sum of scores from four scales: Attitudes Toward French-Canadians, Attitudes Toward European French people, Integrative Orientation, and Interest in Foreign Languages.

2. Motivation. This is an index which represents the subject's motivation to learn French. It incorporates: effort expended in learning French, the desire to learn French, and affective reactions toward French learning. It is the sum of scores on Motivational Intensity, Desire to Learn French, and Attitudes Toward Learning French.

3. Attitudes Toward the Learning Situation. This index measures the student's reactions to the language-learning situation. It sums the student's evaluation

of the French teacher and the French course but excludes French Teacher Rapport, Competence, and Inspiration and French Course Difficulty, Utility, and Interest.

4. Attitude/Motivation Index. This index includes items from the above three indices, plus measures of French Classroom Anxiety which are negatively weighted, plus ratings of Instrumental Orientation.

   Gardner (1981) states, "This composite score is used to produce one number which incorporates what currently appear to be the major attitudinal/motivational characteristics associated with proficiency in a second language" (p. 8).

The Validity and Reliability of this battery of tests were summarized in detail in Section Two of this research paper, entitled "In Defense of the Attitude/Motivation Test Battery."

A brief recapitulation will be provided. Internal consistency is measured by the Cronbach coefficient and assesses the degree of homogeneity of the items within each scale. The median reliability for the whole scale is .85. Instrumental Orientation has lower, but acceptable reliability coefficients (.62).

Test/Retest reliabilities are not expected for reactions toward the French Course (median of .50) and Teacher (median of .32), since both the course and the teacher probably change from year to year. However, the reliabilities for the remaining measures are .61 with 84% of the coefficients greater than .50 (Gardner, 1985). Therefore, the reliability coefficients seem to warrant the generalization that the scales of the AMTB demonstrate a reasonable level of reliability.

Gardner (1980) states that "every attempt was made to identify the potential population of items which could be written, and the items developed attempted to reflect the construct in question" (p .13), to maintain content validity.

The three composite indices, Integrativeness, Attitudes Toward the Learning Situation, and Motivation, provide more stable predictions of the various criteria than would the individual scales. The Attitude/Motivation Index (AMI), which represents all the attitudinal/motivational factors, provides the most comprehensive assessment of attitudes, motivation, and achievement. Gardner (1981) states: "In addition to composite indices according to the proposed theoretical model, motivational indices are more highly related to most criteria than attitudinal measures" (p. 13).

The Construct Validity of the AMTB can be determined by the demonstration of convergent and discriminant validity. Gardner provides considerable data relevant to the convergent validity of the scales and composite indices.

He concludes:

> These measures correlate meaningfully with indices of achievement in the second language, persistence in second language study, participation in inter-ethnic contact situations, and specific behaviours in the language classroom. The variety of contexts in which the scales have been shown to relate to other measures with which they should relate provides solid support for their convergent validity. (1981, p. 14)

In addition, discriminant validity is demonstrated by the fact that the Attitude Motivation Index taps attributes which are specifically linked with French achievement: only two correlations* between AMI and academic achievement were found to be significant by Gardner (1981).

Self-Ratings of Perceived Proficiency

This scale was devised by the researcher to measure a student's perceived level of proficiency. A maximum score of 24 indicates that a student believes that he or she is very proficient or fluent in French.

Proficiency Measures

To measure French proficiency, a grade reflecting the whole year's work was awarded to each student in June. This mark was comprised of written skills (25%), oral skills (25%), listening skills (20%), reading skills (20%), and participation (10%). The final grade for each skill was the average of the grades attained for that skill in each term. The following indices of proficiency are given:

1. Final French overall grade comprised of written, oral, aural, reading, and participation;

2. self-ratings of proficiency.

At the end of each term, a grade in French was assigned by the teacher to reflect French Proficiency, i.e., written, oral, aural, and reading skills, consistent with the evaluation standards proposed by the Curriculum Guidelines for Core French in the Province of Ontario. The final French grade, measuring communicative competence, was an average of the achievement scores for the four terms. The term mark comprised an evaluation of the following skills:

a) Writing (25%) - Notebook 5%
Daily Work 5%
Assignments 5%
Tests/Dictees 5%

The notebook was collected at the end of term and a mark from
1 (poor) - 5 (excellent) was awarded for neatness and completion of work.

Seat work was evaluated daily, and at the end of term a mark from 1 (poor) to 5 (excellent) was given to reflect the student's daily work habits.

Assignments were assigned throughout the term, a minimum of 1 per week, and then the marks were averaged and a percentage was calculated. The maximum score was 5 marks.

Tests and dictations were given approximately once per week, were corrected and averaged for a maximum total mark of 5.

b) Speaking (25%)

Oral proficiency in French was measured according to the following subskills: Communicative Competence (10%), Pronunciation (5%), Social Skills (5%), and usage of French in the classroom (5%).

Communicative competence (10%) was measured bi-weekly by giving students activities such as "open-ended dialogues" or "oral compositions," the topics of which were given on the Monday. Presentations to the class were given later in the week, and were tape-recorded. Prior to their presentations, the students had to state their names and roles in the dialogue clearly, so that the identity of the students would be ensured at the time of evaluation. The students did their oral presentations, lasting approximately one minute each, at the front of the class. The open-ended dialogue permitted the testing of two students at once, thus decreasing the time necessary for testing procedures. The oral presentations were tape recorded and evaluated at end of the day. By mid-month, each student was to have presented once. This procedure only required approximately 5 to 8 minutes per day, as the students were informed well in advance to be prepared. Since most students experience anxiety when speaking to an audience, let alone in a language other than their native tongue, they were not informed that they were being tape recorded, as it would probably cause some students additional discomfort.

Pronunciation (5%) was measured by observation on a weekly basis, when students read passages, answered questions, or engaged in general conversation with one another. A score of 5 indicated the pronunciation equivalent to a native French speaker. By using observation as an informal method of measuring pronunciation skills, the teacher was able to capitalize on everyday class activities which provided such opportunities, without taking additional time from the curriculum to test this skill.

Social Skills (5%) included the ability to use, in French, appropriate expressions or spontaneity of language. It measured the student's ability to carry on a conversation in French without preparation. Once per term, the teacher had a planned oral interview, lasting approximately 2 minutes, with each student. These informal interviews were conducted in class while other students completed assigned exercises, or very seldom, before school, and at lunch time if class time did not permit.

Five marks were also attributed to the student's use of French in class. A mark was awarded according to frequency of French usage: always (5), usually (4), sometimes (3), seldom (2), never (1).

c) Listening (20%): Auditory Discrimination 10%
Aural Comprehension 10%

Aural skills were measured by brief daily exercises which took no longer than 5 minutes to complete. They served to settle the students quickly and to direct their attention to the task at hand. Upon completion, the exercises were collected and later evaluated. The daily tests, alternating between auditory discrimination and aural comprehension exercises, were only worth approximately 5 marks each. At the end of the term, the teacher would add up all the scores and equate the average of those marks to a mark out of 10. Auditory Discrimination represented 10% of final grade, as did aural comprehension (10%).

d) Reading (20%): Pronunciation (10%)
Comprehension (10%)

Reading skills were measured approximately once per week. A mark of 10 would be assigned if the student's pronunciation and accent were comparable to a fluent French-speaking individual.

Reading comprehension was also measured once per week. The student would be given a passage in French at his/her level of fluency, and then would have to answer questions based on the story. Only comprehension was measured in this activity; therefore, the student was not penalized for syntax or spelling.

e) Participation (10%): Effort 5%
Involvement in the Classroom
(volunteering) 5%

A mark out of 5 (poor-excellent) was given at the end of the term to reflect the student's effort to learn French:

0 never tried
1 seldom tried
2 sometimes tried
3 often tried
4 usually tried
5 always tried

Also, a mark out of 5 was assigned for classroom involvement or volunteering of answers:

0 never answered
1 seldom answered
2 sometimes answered
3 often answered
4 usually answered
5 always answered

3:7 A Summary of the Variables

Here is a summary of the 34 variables involved in this study:

1. Gender: Males, Females
2. Grade: Six, 336 hours of instruction; Seven, 456 hours; Eight, 168 hours.

Variables 3-6 are subtests of the Elementary Modern Language Aptitude Test.

3. Hidden Words
4. Matching Words
5. Finding Rhymes
6. Number Learning

Variables 7-28 are subtests of the Attitude/Motivation Test Battery.

7. Total Aptitude Score
8. Parental Encouragement
9. Attitudes Toward French-Canadians
10. The Need to Study French
11. Integrative Orientation
12. Instrumental Orientation
13. Interest in Foreign Languages
14. Ethnocentrism Scale
15. Attitudes Toward Learning French
16. French Class Anxiety
17. Attitudes Toward European French People
18. Motivational Intensity
19. Desire to Learn French
20. Orientation Index (1=instrumental, 2=integrative)
21. Evaluation of French Course
22. French Course: Difficulty
23. French Course: Utility
24. French Course: Interest
25. Evaluation of French Teacher
26. French Teacher: Rapport
27. French Teacher: Competence
28. French Teacher: Inspiration

Variables 29-32 are composite indices.

29. Integrativeness (sum of 9, 7, 11, 13)

30. Motivation (sum of 18, 19, 15)
31. Attitudes Toward Learning Situation (sum of 25, 21)
32. Attitude/Motivation Index (sum of 29, 30, 31, 12, and 16; negatively weighted)
33. Self-ratings of Perceived Proficiency
34. French Achievement (Final Grade)

3:8 Procedure: Testing Sequence

i) Administering the Elementary Modern Language Aptitude Test

All students were administered the Elementary Modern Language Aptitude Test (Carroll and Sapon, 1967) on the same days in the first week of May. The test requires approximately one hour and 15 minutes for administration; therefore it was given in two parts to accommodate the rotary schedule. Parts 1 and 2 were given on the first day and parts 3 and 4 on the next. Parts 1 and 2 have a total running time of about 38 minutes, and parts 3 and 4 have a total running time of about 23 minutes. An additional 5 to 10 minutes are required for distributing materials and instructions.

In the event that a student would be absent, plans were made to accommodate the testing of that student upon his/her return.

ii) Administering the Attitude/Motivation Test Battery

Assessments of attitude and motivation were made by administering the Attitude/Motivation Test Battery (Gardner and Smythe, 1974). Administration of this battery of tests was facilitated by obtaining special permission from the authors of the test at the Language Research Group at the University of Western Ontario.

All students were tested on the same day in the second week of May. Approximately 50-60 minutes were required to complete the battery of tests, although a time limit was not placed on the test. The Grade 7 and 8 students had no difficulty understanding the vocabulary in the wording of the questions.

For the Grade 6 students, however, definitions or synonyms were provided on the blackboard for the words that posed a problem for some students. Included with the list of words was the question number to which they belonged. From Part One, the words were: fluent (#9), favourable (#14), heritage (#17), literature (#20), seldom (#35), and Canadianism (#58). On the last section of the test, which addresses feelings toward the French course and French teacher using the semantic differential technique, these adjectives needed explanation: monotonous, absorbing, tedious, efficient, competent, and industrious. After defining these words with dictionary definitions and synonyms, the test was executed with ease. In comparison to the other two grades, the Grade 6 students required an additional 10 minutes to complete the test. This extra time was allotted to accommodate the explanations required for the above vocabulary. The words were kept on the blackboard during the testing of Grade 7 and 8 students as well, to ensure comprehension of the word choices. Gardner and Smythe (1985) state:

> Should questions be asked about the meaning of a particular item, it is important that the examiner's answers remain within the meaning and, as far as possible, within the vocabulary of the printed item. If it is necessary to explain a particular item, it is best to stay as close to the original item as possible. Of course, care should be taken not to influence the student to respond in any particular way. (p.10)

Also, as recommended by the authors of the battery of tests, to enhance confidence placed on the results of the Attitude/Motivation Test Battery, it was not administered during times which could affect responses to the various scales: for example, during holidays, examinations, or periods of political or social unrest. Also, disruptions such as "call-outs" were minimized during testing so that a student's answer could not be influenced.

In addition, the examiner's presence should be as unobtrusive as possible. Looking at students' answers should be avoided, as should any unnecessary noise.

iii) Correlating Measures of Proficiency

Scores from the Elementary Modern Language Aptitude Teset (Carroll and Sapon, 1967) and the Attitude/Motivation Test Battery (Gardner and Smythe, 1974) were then correlated to measures of French Proficiency, i.e., the final French grade reflecting achievement in written, oral, aural, and reading skills; and participation.

3:9 Analysis of Data

The data will be entered onto a micro computer for data analysis. The data analyses will include descriptive statistics, means, medians, standard deviations, and correlations. The instruments will be subjected psychometrically to item analysis. In order to examine gender, grade, and age differences, t-tests and a one-way analysis of variance will be utilized. Multiple regression techniques will be used for exploratory purposes.

CHAPTER 4

RESULTS

4:1 Introduction

The reader will recall that it was the intent of this study to investigate the comparative importance of aptitude and attitude on second language achievement for Grade 6, 7 and 8 Middle school students of French. In this chapter, specific hypotheses will be reviewed and the results analyzed and discussed as they pertain to the hypotheses.

4:2 The Re-Statement of Hypotheses

Hypothesis One: There is a significant correlation between language aptitude and second language proficiency, as measured by final French grade.

Hypothesis Two: There is a higher correlation for attitudinal/motivational variables and second language learning than aptitudinal variables.

Hypothesis Three: Highly integratively motivated students have more favourable attitudes toward second language acquisition and are more motivated to learn French than the instrumentally motivated learners.

Hypothesis Four: It is predicted that Grade 6 students will score more favourably on attitudinal/motivational measures and will consequently have higher achievement scores than Grade 7 and 8 students.

Hypotheses Five: It is predicted that females will score higher than males on attitudinal/motivational measures and will consequently have higher grades in French.

4:3 The Results

Different methods of analysis were used in testing the hypotheses. In testing Hypotheses One and Two, a Pearson's Product - Moment Correlation was conducted on the data in order to examine the relationships between aptitudinal and attitudinal/motivational variables and final grade. For Hypothesis Three, a t-test by Orientation Index was conducted in order to determine whether integratively motivated learners had more favourable attitudes and greater degrees of motivation than instrumentally motivated students. This procedure was followed by an analysis of variance by the grade of the student in order to test Hypothesis Four. Lastly, a t-test by gender was performed on the data in order to determine whether gender has a significant role in second language acquisition, as predicted by Hypothesis Five.

Table 2 presents the list of variables found in Tables 3, 4, 5, and 6. Table 3 presents Pearson's Product - Moment Correlation of Aptitudinal and Attitudinal/Motivational Measures with Achievement Scores. As predicted by Hypothesis One, the findings indicate that language learning aptitude is indeed significantly correlated with second language proficiency. Significant correlations were found

Table 2. List of Variables for Tables 3, 4, 5, and 6

1	Gender (1M, 2F)
2	Grade
3	Hidden Words
4	Matching Words
5	Finding Rhymes
6	Number Learning
7	Total Aptitude Score
8	Parental Encouragement
9	Attitude Toward French-Canadians
10	The Need to Study French
11	Integrative Orientation
12	Instrumental Orientation
13	Interest in Foreign Language
14	Ethnocentrism Scale
15	Attitudes Toward Learning French
16	French Class Anxiety
17	Attitudes Toward European French People
18	Motivational Intensity
19	Desire to Learn French
20	Orientation Index (1 = Instrumental, 2 = Integrative)
21	Evaluation of French Course
22	French Course: Difficulty
23	French Course: Utility
24	French Course: Interest
25	Evaluation of French Teacher
26	French Teacher: Rapport
27	French Teacher: Competence
28	French Teacher: Inspiration
29	Integrativeness (sum of 9, 17, 11, 13)
30	Motivation (sum of 18, 19, 15)
31	Attitudes Toward Learning Situation (sum of 25, 21)
32	Attitude/Motivation Index (sum of 29, 30, 31, 12, and
16	negatively weighted)
33	Self-Ratings of Perceived Proficiency
34	French Achievement (final grade)

Table 3. Pearson's Product - Moment Correlation of Aptitudinal and Attitudinal/Motivational Measures with Achievement Scores.

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
1	1**	-.00	.10	.27**	.06	.15	.21*	.16	.18	.15	.30**	.16	.30**	-.11	.16	.00	.14
2		1**	.10	.13	.08	.09	.17	.00	.04	-.09	-.08	.01	-.14	.03	-.01	-.20*	-.06
3			1**	.40**	.21*	.30**	.52**	-.06	.01	.16	.08	.04	.09	-.16	-.07	-.10	-.11
4				1**	.14	.27**	.52**	.04	.23*	.28**	.24	.28**	.20*	-.27**	.08	-.21*	.13
5					1**	.16	.50**	.02	.08	.10	.09	.05	.12	.-.12	.14	-.05	.03
6						1**	.62**	-.00	.12	.10	.08	.07	.06	-.10	.00	-.10	.10
7							1**	.03	.22	.17	.18	.16	.19*	-.18	.04	-.16	.12
8								1**	.45**	.25*	.57**	.41**	.52**	.20*	.48**	.06	.51**
9									1**	.24*	.73**	.59**	.71**	.12	.57**	.10	.79**
10										1**	.29**	.14	.33**	-.24*	.24*	-.14	.21*
11											1**	.66**	.76**	.08	.60**	.06	.69**
12												1**	.60**	.09	.38**	.10	.52**
13													1**	.01	.50**	.08	.65**
14														1**	.05	.23*	.18
15															1**	-.10	.53**
16																1**	.14
17																	1**
18																	
19																	
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* Significant at .01

** Significant at .001

Table 3. Pearson's Product - Moment Correlation of Aptitudinal and Attitudinal/Motivational
(cont'd) Measures with Achievement Scores.

	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34
1	.34**	.30**	.10	.29**	.14	.23*	.18	.28**	.28**	.22*	.32**	.26**	.13	.31**	.25*	.35**	.43**
2	-.03	-.02	-.09	-.04	.07	-.05	-.06	-.19	-.14	-.23	.-.14	-.08	.03	-.15	-.04	.04	-.09
3	.07	.10	-.03	.02	.09	.04	-.05	.10	.10	.06	.05	.01	.08	.06	.05	.16	.19*
4	.17	.14	-.00	.14	.05	.19	.03	.20*	.25**	.17	.18	.21*	.09	.20*	.24*	.25**	.40**
5	.01	.07	.00	.08	-.01	.05	.06	.03	-.00	-.04	-.23	.08	.09	.05	.11	.03	.21*
6	.14	.07	-.07	.10	.01	.16	.02	.06	.10	-.00	-.23	.08	.01	.08	.09	.16	.29**
7	.15	.09	-.05	.12	.10	.15	.03	.14	.16	.08	.06	.19	.07	.14	.19*	.22*	.37**
8	.51**	.51**	.10	.54**	.25*	.54**	.44**	.44**	.42**	.40**	.45**	.56**	.54**	.54**	.61**	.24*	.43**
9	.44**	.54**	.18	.54**	.25*	.55**	.40**	.49**	.50**	.44**	.47**	.89**	.55**	.60**	.79**	.16	.60**
10	.29**	.27**	.05	.24*	.05	.23*	.24**	.18	.26**	.19	.19*	.31**	.27**	.25**	.34**	.14	.40**
11	.64**	.68**	.20*	.73**	.36**	.71**	.57**	.62**	.66**	.57**	.67**	.85**	.61**	.76**	.84**	.28**	.72**
12	.38**	.47**	.04	.44**	.21*	.52**	.32**	.45**	.47**	.43**	.46**	.64**	.41**	51**	.64**	.30**	.59**
13	.53**	.61**	.20*	.62**	.31**	.64**	.49**	.60**	.62*	.55**	.57**	.87**	.57**	.68**	.81**	.25*	.70**
14	.03	.06	.16	.06	-.01	.02	.03	.06	.01	.04	.08	.09	.01	.04	.06	-.08	-.14
15	.52**	.62**	.24*	.60**	.12	.50**	.55**	.41**	.45**	.37**	.45**	.64**	.83**	.56**	.76**	.36**	.56**
16	-.06	-.09	.08	-.01	.18	.06	-.02	.17	.06	.20*	.17	.10	-.09	.10	-.03	-.14	-.08
17	.46**	.54**	.20*	.58**	.16	.54**	.50**	.48**	.49**	.42**	.47**	.88**	.50**	.62**	.77**	.15	.55**
18	1**	.74**	.11	.75**	.23*	.64**	.67**	.52**	.53**	.49**	.55**	.57**	.64**	.69**	.69**	.39**	.64**
19		1**	.17	.72**	.27**	.70**	.61**	.51**	.52**	.47**	.54**	.65**	.70**	.67**	.74**	.36**	.64**
20			1**	.16	.02	.10	.16	.14	.12	.16	.24*	.21*	.14	.18	.17	.06	.07
21				1**	.38**	.82**	.85**	.57**	.60**	.56**	.63**	.67**	.63**	.86**	.78**	.32**	.64**
22					1**	.41**	.33**	.21*	.22*	.23*	.22*	.28**	.20*	.32**	.26**	-.02	.22*
23						1**	.65**	.61**	.65**	.58**	.58**	.66**	.56**	.79**	.74**	.22*	.62**
24							1**	.49**	.53**	.52**	.57**	.55**	.58**	.73**	.66**	.32**	.52**
25								1**	.88**	.89**	.87**	.60**	.47**	.88**	.70**	.16	.57**
26									1**	.85**	.82**	.62**	.50**	.81**	.73**	.21*	.61**
27										1**	.85**	.55**	.42**	.80**	.65**	.16	.49**
28											1**	.59**	.47**	.83**	.67**	.24*	.52**
29												1**	.62**	.72**	.90**	.24*	.72**
30													1**	.60**	.81**	.38**	.62**
31														1**	.84**	.26**	.69**
32															1**	.35**	.77**
33																1**	.49**
34																	1**

for each of the aptitude measures and final French grade. The significant correlation for the aptitude subtest, Hidden Words, which involves identifying the meaning of words given in visual phonetics, was .19, $p < .01$. Matching Words, another language aptitude subtest, this time involving knowledge of grammatical structures, presented a significant correlation of .40, $p < .001$ with achievement scores.

The aptitude measure, Finding Rhymes, presented a significant correlation of .21, $p < .01$. Number Learning and Total Aptitude Score were also found to be strongly related to the final French grade with correlations of .29, ($p < .001$) and .37 ($p < .001$), respectively.

Since all aptitude measures were found to be significantly correlated with the final French grade, the results of this study support Hypothesis One, that language learning aptitude is indeed significantly correlated with second language proficiency.

Hypothesis Two predicted that there would be a higher correlation for attitudinal/motivational variables and second language learning than for aptitudinal variables and second language achievement. As shown in Table 3, the results are consistent with Hypothesis Two. This hypothesis is strongly supported by greater significant correlations between individual indices and composite indices with achievement scores, most of which were significant at .001. Of the significant correlations attained between aptitudinal/motivational measures and French Achievement, all correlations were greater than those attained between attitudinal indices and final grade, except one, French Course Difficulty, (.22, p < .01). Only three motivational/attitudinal indices were not significantly correlated with French Achievement: Ethnocentrism, -.14; French Class Anxiety, -.08; and Orientation Index, .07. Other indices showed greater significant correlations.

Parental Encouragement significantly correlated with French Achievement (.43, p < .001). This indicates that the more parents encouraged their children to study French, the better they would do.

Attitude Toward French-Canadians presented a significant correlation of .60, p < .001. This correlation indicates that there is a strong correlation between favourable attitudes toward French-Canadians and better grades in French.

The Need to Study French also correlated significantly with French Achievement (.40, p < .001). This seems to indicate that students who have a greater need to study French tend to achieve higher grades.

Integrative Orientation provided a very strong correlation with French Achievement (.72, p < .001). Integratively oriented students were those defined in this study as wanting to learn a language for communicative purposes, i.e., in order to reach out to a target community, rather than for instrumental reasons. This result seems to suggest that students who learn a language because they want to communicate with a target community, perhaps to become part of that community, tend to become more competent in the language. Instrumental Orientation also significantly correlated with French Achievement (.59, $p < .001$) but not as strongly as Integrative Orientation (.72, $p < .001$). This result seems to suggest that instrumental orientation is also a strong predictor of success in the target language. That is, students who study a language for reasons such as career advancement, can succeed as well in a second language as those students who study the language in order to reach out to the target community.

Interest in Foreign Languages also provided a very significant correlation with French Achievement: .70, $p < .001$. The more interested students are in Foreign Languages, the greater the achievement score.

Attitudes Toward Learning French presented a significant correlation of .56, $p < .001$ with French Achievement. This result indicates that favourable attitudes toward the acquisition of French are strongly correlated with better French grades.

Attitudes Toward European French People also correlated significantly with French Achievement with a correlation of .55,$p < .001$. Once again, the more favourable the attitude, the higher was the grade.

Motivational Intensity also correlated significantly with French Achievement, with a correlation of .64, $p < .001$. This index was designed to measure the intensity of a student's motivation to learn French, in terms of work done for classroom assignments, and future plans to make use of and study the language. The results seem to indicate that there is a significant correlation between the effort being spent in acquiring the language and the final French grade.

The index, the Desire to Learn French, also provided a significant correlation with French Achievement: .64, $p < .001$. This result gives evidence to suggest that students with a greater desire to learn French tend to attain grater achievement scores.

Consistent with Hypothesis Two, the index, Evaluation of French Courses, also provided a significant correlation with French Achievement of .64, $p < .001$. This finding suggests that students who tended to evaluate their French courses more favourably, had higher achievement scores.

As mentioned earlier, French Course Difficulty significantly correlated with French Achievement (.22, $p < .01$) but this was the only significant correlation which was not greater than the correlation between Total Aptitude Score and French Achievement; however, it did provide a more significant correlation than Hidden Words (.19, $p < .01$), and Finding Rhymes (.21, $p <.01$), but was less significantly correlated than Matching Words (.40, $p < .001$), Number

Learning (.29, p <.001). This result tends to suggest that the extent to which a student feels the French course is difficult does not necessarily relate to his/her final mark.

French Course Utility also provided a significant correlation with French Achievement of .62, p < .001. This suggests that a high level of perceived utility is significantly related to higher grades in French.

As predicted by Hypothesis Two, French Course Interest is strongly correlated with grades in French. The correlation of .52, p < .001, suggests that the more interested students tend to do better in French.

Consistent with the predictions made by the researcher, Evaluation of the French Teacher was significantly correlated with French Achievement. The correlation of .57, p < .001, suggests that more favourable evaluations of the French teacher are correlated strongly with better French grades.

French Teacher Rapport also provided a significant correlation of .61, p < .001, with French Achievement. This result implies that the greater the perceived rapport with and warmth of the teacher, the higher the grade in French.

French Teacher Competence was also significantly correlated with final grade in French, with a correlation of .49, p < .001. This implies that more favourable ratings of teacher competence were correlated with higher grades in French.

As predicted, the index, French Teacher Inspiration, also significantly correlated with French Achievement (.52, p < .001). Students who scored higher in French tended to feel more inspired by their French teachers.

The strongest support for Hypothesis Two was found in the significant correlations for the composite indices and French Achievement. All of the composite indices were significantly correlated with final French grades: Integrativeness, Motivation, Attitudes Toward the Learning Situation, and the most comprehensive index, the Attitude/Motivation Index.

Integrativeness produced a significant correlation with French Achievement: .72, p < .001. This index reflects the affective reactions of the individual toward francophones, his/her desire to learn French for social reasons, and his/her interest in other languages. This result suggests that students with better grades in French have more favourable affective reactions toward the target community.

The composite index, Motivation, was also significantly correlated with French Achievement (.62, p < .001). This result indicates that highly motivated students tend to attain higher French grades.

As predicted, there was a very significant correlation between Attitudes Toward the Learning Situation and French Achievement (.69, p < .001). This result gives evidence to support the theory that more favourable attitudes toward the learning situation are strongly correlated with higher French grades.

In addition to the composite indices discussed above, the Attitude/Motivation Index provides the most comprehensive assessment of attitudinal/motivational variables. Consistent with Hypothesis Two, the Attitude/Motivation Index provided the most significant correlation of all of the aptitudinal and attitudinal variables. This significant correlation of .77, p < .001, strongly supports Hypothesis Two, that there is a higher correlation for attitudinal/motivational variables and second language learning than for aptitudinal variables. The AMI correlation is significantly greater than the correlation for Total Aptitude Score (.37, p < .001>.

The Self-Ratings of Perceived Proficiency also significantly correlated with French Achievement (.49, p < .001).

In conclusion, Hypothesis Two is strongly supported by the results :18 out of 21 attitudinal/motivational indices significantly correlated with French Achievement; all composite indices produced significant correlations (.72, .62, .69, .77, p < .001 for each); the Attitude/Motivation Index produced the most significant correlation of all indices (.77, p < .001); and lastly, all significant attitudinal/motivational correlations except French Course

Difficulty, exceeded aptitudinal correlations with French Achievement.

In order to test Hypothesis Three, t-tests were performed by Orientation Index to detect significant attitudinal/motivational differences between instrumentally and integratively motivated students.

As mentioned earlier in this paper, orientation is said to be instrumental if the purposes for language study reflect the more utilitarian value of linguistic achievement, whereas it is said to be integrative if the student wishes to advance his/her knowledge of the target groups's culture to the point of being culturally accepted by that group. It was predicted that highly integratively motivated students would have more favourable attitudes toward second language learning and would be more motivated to learn French. Hypothesis Three is strongly supported in the results since statistically significant differences were found for all composite indices, including the Attitude/Motivation Index which is the most comprehensive assessment of attitudinal/motivation variables.

Table 4 provides means, standard deviations, and t-values by Orientation Index for aptitudinal and attitudinal/motivation measures. As shown in Table 4, the results indicate that the integratively motivated learners had more favourable attitudes toward French-Canadians than the instrumentally motivated students, $t = -2.30$, $p = .012$.

TABLE 4. Means, Standard Deviations, and t - Values by Orientation Index for Aptitudinal and Attitudinal/Motivational Measures

Measure	Instrumentally Oriented Students		Integratively Oriented Students			
	M_1	SD_1	M_2	SD_2	t-Value	P
3	25.46	3.69	25.26	3.40	.34	.37
4	16.41	6.68	16.30	6.21	.10	.49
5	40.29	6.71	40.36	7.14	-.06	.48
6	17.98	7.26	17.04	5.60	.88	.19
7	100.33	18.58	98.60	15.34	.61	.27
8	37.24	14.10	40.49	14.09	-1.35	.09
9	38.61	11.74	43.04	11.11	-2.30	.012*
10	46.01	9.32	47.06	9.17	-.67	.25
11	16.73	6.95	19.55	5.71	-2.68	.004**
12	17.57	6.67	18.09	5.89	-.50	.31
13	45.23	15.50	51.62	12.37	-2.77	.033**
14	34.63	9.42	37.74	9.35	-1.95	.03*
15	37.44	15.16	45.19	15.26	-2.99	.002**
16	19.01	7.23	20.28	7.23	-1.03	.17
17	36.16	12.27	41.49	13.90	-2.35	.011
30	18.75	4.55	19.85	4.87	-1.36	.09
19	17.35	4.75	19.06	4.38	-2.22	.014*
21	41.09	15.71	46.17	14.89	-1.97	.05*
22	20.23	5.25	20.49	5.07	-.30	.38
23	22.22	8.95	24.09	7.90	-1.33	.09
24	19.18	7.54	21.74	7.81	-1.94	.03*
25	48.21	15.76	52.92	14.88	-1.82	.04*
26	22.85	7.92	24.81	7.69	-1.48	.07
27	23.09	7.76	25.75	7.42	-2.08	.02*
28	21.18	8.10	25.25	7.39	-3.12	.001**
29	136.64	40.86	154.77	37.70	-2.74	.004**
30	73.55	24.20	80.64	21.82	-1.84	.03*
31	88.70	27.36	99.09	26.80	-2.26	.013**
32	297.80	87.72	328.06	81.97	-2.12	.02*
33	18.99	3.78	19.57	5.30	-.70	.24
34	74.30	12.24	75.94	9.89	-.89	.17

Differences in the means for the measure reached statistical significance: M = 43.04, SD = 11.11 for integratively motivated students; M = 38.61, SD = 11.74 for instrumentally oriented students. Instrumentally oriented students scored significantly higher than instrumentally oriented students on the Integrative Motivation Index, t = -2.68, p = .004.. As anticipated, the motive for integratively oriented students to learn a second language integratively oriented students to learn a second language was so that they might reach out to the target community and be culturally accepted by them. There were significant differences in the means for integratively (M = 19.55, SD = 5.71) and instrumentally (M = 16.73, SD = 6.95) oriented students.

Integratively oriented students were significantly more interested in foreign languages than instrumentally oriented students, t = -2.77, p = .003 (M = 51.61, SD = 12.37 versus M = 45.23, SD = 15.5, respectively).

Integratively motivated students scored higher than instrumentally oriented students on the ethnocentricity index, t = -1.95, p = .03 (M = 37.74, SD = 9.35 versus M = 34.63, SD = 9.42, respectively).

Integratively oriented students had significantly better attitudes toward learning French than instrumentally oriented students, t = -2.99, p = .002 (M = 45.19, SD = 15.26 versus M = 37.44, SD = 15.16, respectively).

Also, integratively oriented learners expressed a greater desire to learn French than the instrumentally oriented students, t = -2.22, p = .014 (M = 19.06, SD = 4.38 versus M = 17.35, SD = 4.75, respectively).

Significant differences were found in the French Course Evaluation index, t = -1.97, p = .05. Integratively motivated students ranked the French course higher than the instrumentally oriented students did, (M = 46.17, SD = 14.89 versus M = 41.09, SD = 15.71, respectively).

Integratively motivated students were also more interested in the French course than the instrumentally oriented students, t = -1.94, p = .03 (M = 21.74, SD = 7.91 versus M = 19.18, SD = 7.54, respectively).

The French Teacher Evaluation Index showed significant differences in the means for integratively oriented students (M = 52.92, SD = 14.88) and instrumentally motivated ones (M = 48.21, SD = 15.76). As anticipated, integratively motivated students rated the French teacher higher than did the instrumentally oriented students, t = -1.82, p = .04.

Significant differences in the means were found for the index, French Teacher Competence, t = -2.08, p = .02. As predicted, the integratively motivated learners ranked the competence of the second language teacher higher than did the instrumentally motivated students (M = 25.75, SD = 7.42 versus M = 23.09, SD = 7.76, respectively).

The integratively oriented students felt more strongly than the instrumentally oriented students that the French teacher inspired them to learn French, t = -3.12, p = .001. The mean for the French Teacher Inspiration Index is significantly higher for the integratively motivated students (M = 25.25, SD = 7.39) than for the instrumentally oriented ones (M = 21.18, SD = 8.10).

All composite indices produced significant differences in the means. The integratively oriented students scored higher than the instrumentally oriented students on the composite index, Integrativeness, t = -2.74, p = .004. This result indicates that integratively oriented students have more favourable attitudes toward francophones, have a greater desire to learn French for social or integrative reasons, and are more interested in foreign languages (M = 154.77, SD = 37.70 for integratively oriented students versus M = 136.64, SD = 40.86 for instrumentally oriented students).

The integratively motivated students also scored significantly higher on the composite index, Motivation, t = -1.84, p = .03. This composite index incorporates the effort expended in learning French, the desire to learn French, and affective reactions toward French learning. The integratively oriented students were significantly more motivated to learn French (M = 80.64, SD = 21.82) than the instrumentally oriented students (M= 73.55, SD = 24.20).

There were significant differences in the means for the composite index, Attitudes Toward The Learning Situation. This composite index includes Evaluation of the French Teacher and Evaluation of the French Course. As anticipated, integratively oriented students had more favourable attitudes toward the language learning situation (M == 99.09, SD = 26.80) than the instrumentally oriented students (M = 88,70, SD = 27.36), t = -2.26, p = .013.

The last composite and most comprehensive index is the Attitude/Motivation Index. This composite index includes items from the above three composite indices, measures of French Classroom Anxiety, negatively weighted, plus ratings of Instrumental Orientation. As predicted, the integratively motivated learners had greater scores (M = 328.06, SD = 81.97) than the instrumentally oriented students (M = 297.80, SD = 87.72), t = -2.12, p = .02.

Other individual scales and the criterion variable, Final Grade, did not produce statistically significant differences in the means. This indicates that although integrative students score higher on attitudinal/ motivational measures, these differences do not significantly result in higher achievement scores.

Since the three composite indices, Integrativeness, Attitudes Toward the Learning Situation, and Motivation, produced statistically significant differences in the means, as did the Attitude/Motivation Index, which represents all the attitudinal/motivational factors and is the most comprehensive assessment and thus the most stable overall criterion Hypothesis Three is strongly supported in the results. Interestingly, however, although integratively oriented students scored significantly higher on all the composite indices measuring attitudes and motivation, there is no significant difference between integrative and instrumental orientation in predicting short-term achievement in French.

In order to test Hypothesis Four, whether Grade 6 students have more favourable attitudes toward French, a one-way analysis of variances was conducted to test differences between the three grades. Table 5 presents means, values, standard deviations, and F-values by grade.

As shown in Table 5, Hypothesis Four was not supported as only a few of the measures reported differences of statistical significance: the need to learn French, French Class Anxiety, Attitudes Toward European French People, French Teacher Competence, and French Achievement. There were no significant differences in any of the composite indices.

The need to learn French was significantly higher for the Grade 6 students, $F(2,149) = 3.10$, $p < .05$. A comparison of the means indicates that Grade 7 students feel the least that they need to learn French: Grade 6,

TABLE 5. Means, Standard Deviations, and F Values by Grade for Aptitude and Attitude Measures

	Grade 6		Grade 7		Grade 8			
	M	SD	M	SD	M	SD	F	P
3	24.58	3.4	25.85	3.19	25.55	4.11	1.65	.20
4	15.84	6.32	15.47	6.65	17.96	6.29	2.27	.11
5	38.95	6.73	41.22	6.18	40.41	7.6	1.38	.25
6	17.56	6.18	16.53	7.03	19.10	6.70	1.99	.14
7	96.42	16.41	98.73	14.49	103.86	20.98	2.27	.11
8	39.98	14.89	36.05	14.55	39.82	12.77	1.35	.26
9	40.70	11.43	38.40	12.98	41.82	10.04	1.22	.30
10	48.93	10.49	44.40	7.40	46.55	9.71	3.10	.05*
11	19.28	5.6	16.47	7.14	17.88	6.74	2.28	.11
12	18.07	6.22	17.20	6.74	18.14	6.18	.37	.69
13	52.00	14.27	45.07	16.35	46.40	12.34	3.02	.052
14	34.98	10.58	36.13	9.09	35.84	9.08	.19	.83
15	42.21	15.65	37.47	17.44	41.61	12.71	1.49	.23
16	20.79	8.40	20.33	6.93	17.20	6.00	3.68	.03*
17	41.37	13.92	34.80	13.47	39.02	10.97	3.49	.03*
18	19.37	4.40	19.05	4.81	19.02	4.84	.08	.92
19	17.86	4.60	18.27	4.80	17.63	4.67	.26	.77
20	1.42	.50	1.33	.48	1.30	.47	.68	.51
21	44.63	13.43	41.55	16.88	14.92	15.80	.49	.62
22	19.12	4.49	21.30	4.56	20.18	6.20	2.29	.10
23	23.56	7.43	22.82	9.20	22.35	8.98	.23	.80
24	20.77	6.72	20.33	8.27	19.51	7.92	.30	.74
25	53.44	13.19	50.43	16.34	46	15.99	2.74	.07
26	25.47	6.51	22.98	7.8	22.51	8.83	1.88	.16
27	26.12	6.51	24.50	7.72	21.59	8.19	4.30	.02*
28	24.26	7.26	22.46	8.20	21.30	8.48	1.55	.21
29	152.67	39.51	135.27	44.10	143.86	35.62	2.36	.10
30	77.63	19.90	72.03	25.68	79.50	23.57	1.50	.27
31	98.07	22.46	91.98	30.66	87.69	27.10	1.65	.20
32	320.81	81.67	296.78	94.33	311.57	80.97	1.01	.37
33	19.44	5.85	18.50	3.88	19.82	3.22	1.33	.27
34	78.21	8.89	72.22	11.71	75.20	12.53	3.57	.03*

*

Significant at .05 level; df = (2,149).

M = 48.93, SD = 10..49; Grade 7, M = 44.40, SD = 7.40; and Grade 8, M = 46.55, SD = 9.71.

Differences in means for measure of anxiety were statistically significant, F(2,149) = 3.68, p = .03. Grade 6 students experienced the greatest levels of anxiety (M = 20.79, SD = 8.40), in comparison to Grade 7 (M = 20.33, SD = 6.93) and Grade 8 students (M = 17.20, SD = 6.00).

Grade 8 students had the lowest levels of French class anxiety.

Another difference in the measures which reached statistical significance was Attitudes Toward European French People, F(2,149) = 3.49, p = .03. Results seem to indicate that Grade 6 students have more favourable attitudes toward the European French People (M=41.37, SD = 13.92) than Grade 8 students (M = 39.02, SD = 10.97). Grade 7 students have the poorest attitudes toward this ethnolinguistic group (M = 34.80, SD = 13.47).

Significant differences were found for ratings of French Teacher competence, F(2,149) = 4.30, p = .02. As anticipated, Grade 6 students scored higher than the other 2 groups on this measure. The Grade 6 mean was 26.12, SD = 6.51. The Grade 7 mean was lower at 24.50, SD = 7.72. The Grade 8 students had the lowest score for this measure, M = 21.59, SD = 8.19. Results seem to indicate that Grade 6 students have higher rankings of their French teacher's competence than do the other grades.

Statistically significant differences were found, however, for Final French Grade, F(2,149) = 3.57, p = .03. Achievement measures were much greater for Grade 6 students (M = 78.21, SD = 8.89) versus Grade 8 students (M = 75.20, SD = 12.53). Grade 7 students were the least successful, M = 72.22, SD = 11.71.

Since only five measures showed statistically significant differences in the means, and since none of the composite indices reached statistical significance, Hypothesis Four was rejected. This indicates that the grade of the student (6,7, or 8) is not a significant factor in determining his/her attitude toward second language learning, nor motivation to learn French.

In addition, t-tests were performed to detect the presence of significant differences between the means of boys and girls for each measure.

Hypothesis Five predicted that females would score higher than males on attitudinal/motivational measures and would consequently have higher achievement scores. The results of the t-tests are given in Table 6.

Hypothesis Five was strongly supported in the results. Three aptitude scores showed significant differences between the means: Matching (grammatical structures), Number

TABLE 6. Means, Standard Deviations and t-Values by Gender for Aptitude and Attitude Measures.

Measure	Males		Females			
	M	SD	M	SD	t-Value	P
3	25.04	3.98	25.72	3.16	-1.16	1.24
4	14.56	6.30	18.05	6.26	-3.42	.001***
5	39.86	7.65	40.73	6.01	-.78	.22
6*	16.58	7.74	18.63	5.5	-1.86	.035*
7	95.92	16.83	103.25	17.45	-2.64	.005**
8*	36.05	14.71	40.52	13.32	-1.96	.026*
9	37.97	13.03	42.16	9.95	-2.22	.014**
10*	44.88	9.19	47.76	9.14	-1.94	.03*
11	15.67	6.98	19.59	5.80	-3.75	.000***
12*	16.70	6.92	18.72	5.73	-1.95	.027*
13	42.79	15.31	51.77	12.90	-3.89	.000***
14	36.84	9.06	34.67	9.80	142	.08
15*	37.60	15.29	42.49	15.59	-1.95	.027*
16	19.45	6.55	19.46	7.86	.00	.50
17*	36.07	14.91	39.82	11.73	-1.77	.04*
18	17.47	4.11	20.67	4.67	-4.50	.000***
19	16.48	4.16	19.30	4.75	-3.91	.000***
20	1.40	.49	1.30	.46	1.20	.115
21	38.18	15.15	47.19	14.76	-3.71	.000***
22*	19.55	5.04	21.04	5.23	-1.79	.04*
23	20.78	9.18	24.81	7.63	-2.93	.002**
24	18.67	7.73	21.37	7.50	-2.18	.016*
25	45.40	17.50	53.97	12.28	-3.47	.0005***
26	21.27	8.78	25.62	6.30	-3.48	.0005***
27	22.22	8.40	25.68	6.70	-2.8	.003**
28	19.90	8.14	25.09	7.21	-4.5	.000***
29	131.97	43.27	153.11	35.29	-3.59	.0005***
30	72.96	23.98	78.85	22.97	-3.91	.000***
31	83.56	29.03	100.41	23.48	138.62	.000***
32	286.16	90.20	328.85	78.46	-3.10	.001***
33	17.60	3.50	20.66	4.59	-4.64	.001***
34	69.71	10.81	79.65	9.94	-5.88	.000***

*	Significant at .05
**	Significant at .01
***	Significant at .001

A negative value indicates that the mean value for the females is greater than that for the males.

Learning, and Total Aptitude Score. Females scored significantly higher than males on grammatical structures, M = 18.05, SD = 6.26 versus males, M = 14.56, SD = 6.30, t = 3.42, p = .001.

Females scored significantly higher than males on the Number Learning Index, t = -1.86, p = .035. The mean for the female students, M = 18.63, SD = 5.5, was greater than that of males, M = 16.58, SD = 7.74.

Females also scored significantly higher than males on the Total Aptitude Measure, t = -2.64, p = .005. The mean for the female students, M = 103.25, SD = 17.45, was significantly greater than that of the males, M = 95.92, SD = 16.83.

Females scored higher than males on the index measuring parental encouragement to study French, t = -1.96, p = .026. The mean for females M = 40.22, SD = 13.32, was significantly greater than that for males, M = 36.05, SD = 14.71.

Females have more favourable attitudes than males toward French-Canadians, M = 42.16, SD = 9.45 versus M = 37.97, SD = 13.03, t = -2.22, p = .014.

Girls expressed a greater need to study French than boys, t = -1.94, p = .03. The female mean, M = 47.76, SD = 9.14, was significantly greater than the male, M = 44.88, SD = 9.19.

Females are more integratively motivated, M = 19.59, SD = 5.80, than males, M = 15.67, SD = 6.98, t = -3.75, p < .001.

Females are more instrumentally motivated to learn French than males, t = -1.95, p > .027. Females scored significantly higher on this measure than did males (M = 18.72, SD = 5.73 versus M = 16.70, SD = 6.92, respectively).

Females are significantly more interested in foreign languages, M = 51.77, SD = 12.90, than males, M = 42.79, SD = 15.31, t = -3.89, p < .001.

Females expressed more favourable attitudes toward language learning than males, t = -1.95, p = .027. Females scored significantly higher than males on this measure, (M = 42.49, SD = 15.59 versus M = 37.60, SD = 15.29, respectively).

Females also expressed more favourable attitudes toward European French people, t = -1.77, p = .04. Females scored significantly higher than males on this measure, (M = 39.82, SD = 11.73 versus M = 36.07, SD = 14.91, respectively).

Differences in the means for measures of Motivational Intensity were statistically significant, t = -4.50, p < .001. The intensity of the females' motivation to learn French, M = 20.67, SD = 4.67, was significantly greater than that of the males, M = 17.47, SD = 4.11.

Females show a greater desire to learn French than males, M = 19.30, SD = 4.75 versus M = 16.48, SD = 4.16, t = -3.91, p < .001.

There were significant differences in means for Evaluation of the French Course, t = -3.71, p < .001. Females have more favourable attitudes toward their French course M = 47.19, SD = 14.76 versus M = 38.18, SD = 15.15, for males.

Females scored significantly higher than males on the index measuring French Course Difficulty, t = -1.79, p = .04. Females (M = 21.04, SD = 5.23), more than males (M = 19.55, SD = 5.04), felt that the French course was difficult.

Significant differences were found for French Course Utility, t = -2.93, p = .002. Females scored higher than males in this measure, indicating that females feel that the French course is more useful than males do. For females M = 24.81, SD = 7.63, and for males, M = 20.78, SD = 9.18.

Significant differences in the means for French Course Interest, t = -2.18, p = .016, indicate that females are more interested than males in the French course, (M = 21.37, SD = 7.50 versus M = 18.67, SD = 7.73, respectively).

French Teacher Evaluation also produced statistically significant differences in the means, t = -3.47, p < .001. Females, M = 53.97, SD = 12.28, had more favourable evaluative reactions to their French teacher than males, M = 45.40, SD = 17.50.

French Teacher Rapport also produced significant differences in the means, t = -3.48, p < .001. As anticipated, females perceived rapport with the teacher more favourably, M = 25.62, SD = 6.30, than the males, M = 21.27, SD = 8.78.

Females ranked French Teacher Competence significantly higher than boys did, t = -2.8, p = .003. The mean for the females, M = 25.68, SD = 6.70, was significantly greater than for the males, M = 22.22, SD = 8.40.

Differences in means for measures of French Teacher Inspiration were statistically significant, t = -4.15, p < .001. Female ratings of the extent to which they felt their French teachers inspired them to learn French were significantly greater than the male ratings of the same (M = 25.09, SD = 7.21 for females versus M = 19.90, SD = 8.14 for males).

There were significant differences in the means for all four composite indices. There was a statistically significant difference in the means for Integrativeness, t = -3.59, p < .001. Differences in the means indicate that females have more favourable attitudes toward francophones, want to learn French for more integrative reasons, and are more interested in foreign languages (M = 153.11, SD = 35.29, versus M = 131.97, SD = 43.27 for males).

There were also significant differences in means for the composite index, Motivation. This index incorporates the effort expended in learning French, the desire to learn French, and affective reactions toward French learning. Females scored higher on this index than males, M = 78.85, SD = 22.97 versus M = 72.96, SD = 23.98, $p < .001$.

Significant differences in the means were also found for the composite index, Attitudes toward the Learning Situation. Females expressed more favourable attitudes than males toward the learning situations, M = 100.41, SD = 23.48, versus M = 83.56, SD = 29..03 for males, $p < .001$.

Also, the Attitude/Motivation Index, which encompasses all the composite indices, showed significant differences in the means. Girls again scored much higher than the boys on this measure: M = 328.85, SD = 78.46 versus males, M = 286.16, SD = 90.20, $p = .001$.

There were also significant differences in the means for the self-evaluation measure. Self rankings of proficiency for the females were much higher than those of the males: M = 20.66, SD = 4.59 versus M = 17.60, SD = 3.50, $p = .001$.

Lastly, significant differences were found in the means of the criterion variable, French Achievement. As anticipated, females were more successful at second language achievement than males: M = 79.65, SD = 9.94 versus M = 69.71, SD = 10.81, $p < .001$.

The only attitudinal variables which did not produce statistically significant differences by gender were: ethnocentricity, anxiety, and orientation index.

In summary, females scored significantly higher than males in 3 out of 5 aptitude measures, higher in 18 out of 21 attitudinal/motivational indices, higher in the self-evaluation index, and higher in the final French grade. Moreover, females scored significantly higher than males in each and every composite index. Since the composite indices give a more comprehensive assessment of attitudinal/motivation variables, especially the Attitude/Motivation Index, which is a combination of all the composite indices, plus ratings of Instrumental Orientation and French Classroom Anxiety negatively weighted, the results strongly support Hypothesis Five, that females have more favourable attitudes toward second language learning, are more motivated to learn the second language, and consequently show greater levels of achievement.

CHAPTER FIVE

CONCLUSIONS

5:1 Introduction

This last chapter of the study provides conclusions and a discussion of the findings in light of the hypotheses. In addition, there will be an overview of the limitations of the study and implications for further research. Lastly, this concluding chapter also provides suggestions and practical implications for instruction based on the developmental characteristics of early adolescent children, with the goal of achieving more favourable attitudes toward second language learning.

5:2 Re-Statement of Problem

The reader will recall that it was the purpose of this study to determine the comparative importance of linguistic aptitude and attitudinal/motivational variables in second language acquisition for Grade 6, 7, and 8 students of Elementary Core French.

The problem was composed of five subproblems. The first subproblem was to examine the relationship between language aptitude and achievement. The second subproblem was to determine whether favourable attitudes towards the language, cultural group, and foreign people, and motivation to learn the target language, promote greater achievement in language learning than aptitudinal variables. The third subproblem was to determine whether highly integratively motivated students have more favourable attitudes toward second language acquisition and are more motivated to learn French than instrumentally motivated students. The fourth subproblem was to examine the relationship between the grade which the student was in, and his/her attitude toward the second language, and consequent achievement. The last subproblem was to determine whether gender plays a significant role in second language acquisition for early adolescent children.

5:3 Conclusions

The purpose of this study was to measure the comparative importance of aptitudinal and attitudinal/ motivational variables in second language acquisition for 152 Middle School students from Grades 6, 7, and 8. The subjects were first administered the EMLAT, a language aptitude test, followed by the AMTB, an attitude/motivation test battery. The aforementioned predictor variables were then compared with the criterion variable, the final French grade. The resulting data were treated to t-tests, analysis of variance, and a Pearson's Product - Moment Correlation.

Under these conditions, it was found that although there is a significant relationship between linguistic ability measures and second language achievement, attitudinal, motivational measures are more significantly correlated. These results seem to indicate that regardless of their language learning ability, Middle School students with favourable attitudes toward French attain higher achievement scores than those with poor attitudes. Additional longitudinal research is necessary to determine whether these results can be sustained over long periods of time.

As anticipated, it was also found that highly integratively motivated students have more favourable attitudes toward francophones, are more interested and motivated, and have a greater desire to learn French than instrumentally motivated students. Surprisingly, however, integratively motivated students did not score significantly higher than instrumentally motivated students in final French grades.

These results give evidence to suggest that the integrative motive stems from a strong attitudinal base, but that a direct relationship between integrative orientation and French achievement is questionable. A possible interpretation of these findings could be that specific orientations (integrative or instrumental) and attitudes contribute to the language learning process by serving as motivational supports required to sustain effort over a long period of time. Further evidence, therefore, suggests that over a short term period of time, students who are instrumentally motivated may be strongly driven by utilitarian reasons, such as rewards in the home for attaining high grades or the hope of future economic benefits, to become proficient in a second language. A further study conducted over a longer period of time could yield interesting results regarding whether integrative or instrumental orientation underlies the long-term motivation required to acquire competence in a second language.

Furthermore, it was found in this study that the grade of the student, be it 6, 7, or 8, does not produce significant differences in the attitude toward second language acquisition, nor motivation to learn French, but it yields significant differences for French achievement. These results seem to indicate that other factors could also play a role in second language learning. Further studies including personality, behaviour, developmental or societal factors, or complexity of the curriculum, could produce interesting results in determining why Grade 6 students scored higher than Grade 8 students, who in turn attained higher French marks than Grade 7 students.

Finally, the findings of this study seem to indicate that gender plays a significant role in second language learning for Middle School students of French. Females scored higher than males in 3 out of 5 language aptitude measures, and significantly higher than males in each of the composite attitudinal/motivational indices. Within the framework of this study, the results produced strong evidence that females have more favourable attitudes toward second language learning, are more motivated to learn the second language, and consequently show greater levels of achievement.

5:4 Discussion

The main objective for this study was to test the theoretical model initially proposed by Lambert (1963, 1967) and expanded by Gardner (1979, 1981), Gardner, Smythe, Clement, and Gliksman (1976) and Gardner, Gliksman, and Smythe (1978). The results of this present study give evidence to support the theory above, that not only is there a relationship between linguistic ability measures and second language achievement, but that a complex of attitudinal/motivational variables may have an equally important role in second language acquisition. These findings concur with Gardner's findings (1958) that second language achievement might be facilitated by a positive or favourable orientation toward ethnolinguistic groups different from one's own.

The fact that attitudinal/motivational variables yielded more significant correlations with French achievement than aptitudinal variables, concurs with Gardner and Lambert's (1972) sociopsychological theory of foreign language learning. They maintain that a second language learner must be psychologically prepared to adopt various aspects of behaviour which characterize members of another linguistic - cultural group. This study supports their theory that attitudes toward the target group and their language will determine how successful the student will be in second language acquisition. Our findings give evidence to support the sociopsychological theory of language learning. The learner's motivation to learn is thought to be determined by his/her attitude toward members of the target group, and in general by the student's attitude toward the learning task at hand. The Pearson's Product - Moment Correlation showed significant correlations between Attitudes Toward the Learning Situation and Motivation (.60, $p < .001$) and Integrativeness (Attitudes Toward French-Canadians, Attitudes Toward European French People, Integrative Orientation, and Interest in Foreign Languages) and Motivation (.62, $p < .001$). These findings are important because they suggest that attitudes may sustain a student's level of motivation. Although the researcher favours the view that a strong motivation to learn the second language stems from a desire to be accepted as a member of a new ethno-linguistic cultural group, the correlational design of this research cannot determine the actual causal sequence of events.

The present findings also concur with other studies which support the importance of attitudinal/motivational variables in second language acquisition (Lambert, Gardner, Barik and Tunstall, 1963; Gardner, 1966; Gardner and Lambert, 1972; Gardner and Smythe, 1981; and Gardner and Gliksman, 1982). This study lends support to their generalization that second language acquisition requires the subject's identity with the target community.

The Pearson's Product - Moment Correlation Table shows significant correlations for all but three attitudinal/ motivational measures (Ethnocentrism, French Class Anxiety, and Orientation Index), and final grade. The fact that ethnocentrism did not yield significant differences is surprising as it contradicts Gardner's findings.

Surprisingly, the Pearson's Product Moment Correlation matrix did not produce significant negative correlations for ethnocentrism and final grade. It was expected that those with an ethnocentric ideology would have trouble with second language learning. This important finding, as yet unexplained, may be due to the fact that students are motivated to learn French in spite of their ethnocentrism. Furthermore, this ethnocentrism did not include negative attitudes toward French-Canadians nor toward European French people.

The fact that the Orientation Index did not yield significant differences in the final French grade of instrumentally and integratively oriented students can perhaps in part be attributed to the finding that positive correlations were found between integrative and instrumental orientations (.66, $p < .001$). This finding is consistent with Smythe, et al.'s (1972) argument that they are not independent. Previous empirical studies gave evidence to suggest that integrativeness tended to correlate more highly with achievement than with ratings of instrumentality (Gardner, 1975). This was once again confirmed in this study. The correlation between Integrativeness and Achievement (.72, $p < .001$) was greater than the correlation between Integrativeness and Instrumental Orientation (.64, $p < .001$). Smythe et al. argue that the theoretical thrust behind the integrative motive is the integrative component itself.

The present findings concur with Lambert's (1972) findings that linguistic skills in the target language are controlled by family-shared attitudes toward the other ethnolinguistic group. Parental encouragement to learn French produced significantly high correlations with final grade. Feenstra and Gardner (1968) also demonstrated a marked correspondence between the two generations. Moreover, parents with positive attitudes toward the other ethnolinguistic community encouraged their children to acquire that language more than parents with less sympathetic attitudes. In fact, in the present study, significant correlations were found between Parental Encouragement and Integrative Orientation (.57, $p < .001$), and between Parental Encouragement and Instrumental Orientation (.41, $p < .001$). Although both indices yielded significant correlations, there is a greater correlation between Integrative Orientation and Parental Encouragement.

Their findings tend to support Gardner's view (1960) that the integrative motive seems to depend on the family's attitudinal disposition.

Perhaps further studies can be done by actually questioning the parents and then comparing those responses to student perceptions of parental encouragement. This procedure could help to determine how perceptions of parental encouragement correlate with actual parental opinions of other ethnolinguistic groups, and the relationship of the above to final French grades. Also, students who experience a need to study French tend to achieve higher grades.

The validity of the distinction between an integrative and an instrumental orientation to second language learning has been a topic of much debate. In fact, Gardner himself has omitted the discussion of the role of instrumental motives in his social-psychological model of second language learning (Gardner, Gliksman, and Smythe, 1978; Gardner, 1981). Recent findings from Clement and Marchildon (1980) call into question the unqualified importance that has often been attributed to integrative motives (Oller, Perkins, and Murakami, 1980). In fact, Genessee, Rogers, and Holobow (1983) argue that, "it makes a great deal of sense that social context might have a significant impact on second language learning."

The positive correlations found in this study between instrumental and integrative orientation (.66, $p < .001$) concur with the opinions above. In fact, both integrative and instrumental orientation significantly correlated with French Achievement (.72, $p < .001$; .59, $p < .001$ respectively). The correlation for integrative orientation is greater, however, than that for instrumental orientation.

This study also found that there was a very significant correlation for Interest in Foreign Languages, Attitudes Toward Learning French, Attitudes Toward European French People, Motivational Intensity, and the Desire to Learn French.

Also, students with favourable evaluations of the French Course, the Utility of the French Course, and French Course Interest showed greater achievement scores.

Consistent with the hypotheses made by this researcher, Evaluations of the French Teacher, French Teacher Rapport, French Teacher Competence and French Teacher Inspiration also yielded positive significant correlations with the final French grade.

The strongest support for the social-psychological theory of second language learning came from the highly significant correlations found in the composite attitudinal/motivational indices: Integrativeness, Motivation, Attitudes Toward the Learning Situation, and the

Attitude/Motivation Index (.72, p < .001; .62, p < .001; .69, p < .001; and .77, p < .001, respectively).

Consistent with Gardner's 1981 findings, these findings suggest that Integrativeness seems to be a better correlate of French Achievement at the initial stages of language acquisition (Grades 7 and 8). Gardner and Smythe found that group-related attitudes were more closely linked with achievement in the initial stages of language study; however, the language learning context, assumed a more important role for students who continued their language study. The present study, however, is limited to students in the early stage of second language learning.

Gardner also found that motivation tended to be more highly related to perseverance in language study. Perhaps a longitudinal study on the same students could help to determine if motivation plays a more significant role as students become better trained in French; and if, as Gardner and Smythe assert teacher evaluations "tend to be more highly associated with aptitudes at the initial and latter stages of language acquisition but with motivation in the more intermediate stages" (1981, p .522).

Furthermore, Gardner and Smythe found that "measures of language aptitude were relatively independent of various attitude measures (aptitude and attitude do not contribute consistently to the same factor)" (1981, p .520); however, present findings suggest that there is an association, however low, between Total Aptitude Score and the Attitude/Motivation Index (.19, $p < .01$). Total Aptitude Score did not significantly correlate with any other composite index (.19, .07, .14) for Integrativeness, Motivation, or Attitudes Toward the Learning Situation, respectively. One must, however, note the fact that the Gardner and Smythe study did not focus on the relationship between attitudinal/motivational variables and French Achievement, which is present in the factors above.

When t-tests by Orientation Index were performed to detect significant attitudinal/motivational differences between students, highly integratively motivated students were found to have more favourable attitudes toward second language learning and were more motivated to learn French. Integratively oriented students had significantly more favourable attitudes toward French Canadians than instrumentally oriented students. Integratively oriented students scored significantly higher on the integrative component, which is not surprising. They were more interested in foreign languages and had more favourable attitudes and desire to learn French. Integratively oriented students had more positive evaluations of the French course and were more interested in the French course. They also had higher evaluations of the French teacher and rankings of French Teacher Competence, French Teacher Inspiration and French Teacher Rapport. All composite indices produced significant differences in the means: integratively oriented students had higher ratings of Integrativeness, Motivation, and Attitudes Toward the Learning Situation. Moreover, the integratively oriented students scored significantly higher than the instrumentally oriented students on the most comprehensive composite index, the Attitude/Motivation Index.

One unexpected finding was that, although integratively oriented students overwhelming had more favourable attitudes toward second language learning, there were no significant differences between integrative or instrumental orientation for French Achievement, calling into question the unqualified importance attributed to integrative motives for short-term second language acquisition. Perhaps a longitudinal study would determine whether the integrative motive is more closely related to the drive required for long-term pursuit of second language acquisition. One must remind the reader, however, that perhaps significant differences in final French grade were not found because positive correlations were found between integrative and instrumental orientations. These findings concur with Smythe et al. (1972), that perhaps they are not independent factors.

This could perhaps also imply that social context might play a significant role in second language acquisition. In a social setting like Canada, the second language is also an official language of the country. There are factors, therefore, that preclude learning a second language for integrative reasons while there are other factors which promote learning the second language for utilitarian reasons; that is, a person learning French in Quebec City, where the whole community speaks French, may be learning it for more integrative reasons, while a person in Toronto may be learning French for more utilitarian reasons, such as for professional advancement.

Another unexpected finding, contradictory to Gardner (1972), is that t-tests showed that the integratively oriented students appeared to be more ethnocentric than instrumentally oriented students. This result does not seem to be consistent with Gardner's sociopsychological theory that "the learners who have strong ethnocentric or authoritarian attitudes or who have learned to be prejudiced toward foreign people are unlikely to approach the language learning task with an integrative outlook" (p. 16). However, no significant correlations were found between ethnocentrism and integrative orientation nor instrumental orientation, nor between ethnocentrism and integrativeness.

Therefore, the validity of the distinction between an integrative and instrumental orientation to second language learning is indeed a topic of much debate. Since significant differences were not found between integrative and instrumental orientation in predicting short term achievement in French, there is an indication that although integratively oriented students may have more favourable attitudes toward the other ethnolinguistic community, there may be other social or personal factors which may influence proficiency in the target language. Or perhaps, as Gardner suggests, "the direct relationship between integrative orientation to second language learning is questionable; rather specific orientations (including the integrative) and attitudes contribute to the second language process by acting as motivational supports" (1981, p .57). Further studies can also be conducted in order to determine whether specific aspects of language proficiency, such as the development of communication skills, are significantly correlated with the integrative motive.

Furthermore, it was found that the grade of the student is not a significant predictor of attitudes or motivation toward second language learning. An analysis of variance revealed that there were no significant differences in the means for any of the composite attitudinal indices. In fact, only 5 measures yielded significant differences. More than Grade 7 or 8 students, Grade 6 students felt the need to learn French. Grade 8 students expressed greater need to learn French than Grade 7 students. A possible explanation of this finding is that Grade 8 students anticipate being promoted to secondary school and realize that they need good grades in order to graduate. Although Gardner found that attitudes change with age, perhaps the age difference between Grade 6, 7, and 8 students is not enough to yield significantly different attitudinal/motivational results.

Also, Grade 6 students experienced the greatest levels of anxiety, followed closely by Grade 7 students. A possible explanation for this finding is that Grade 6 students in the school being studied must adjust to their first exposure to a rotary timetable. Many students could be disoriented by the fact that they no longer stay with only one teacher for most of the day, but rather that they must meet the requirements of many teachers. Also, because they see each teacher less often, perhaps more time is required to establish a relationship with him/her. The physical aspects of being in the right classroom at the right time with the proper equipment could also augment the anxiety.

Grade 6 students also have more favourable attitudes toward European French people than Grade 8 students. The Grade 7 students have the least favourable attitudes.

Grade 6 students in addition had the highest ratings of French Teacher Competence. The findings suggested that students have more favourable attitudes toward the teacher than toward the course.

The Grade 6 students had significantly higher achievement scores than Grade 7 and 8 students. As previously suggested, Grade 8 students are anxious to be promoted to high school and therefore realize the necessity to excel, perhaps for more utilitarian reasons. Grade 6 students are in their first year of a Middle School rotatary timetable, and must adapt to their new schedules and teachers. In this period of adjustment, perhaps they are too intimidated to express behaviours which are not conducive to second language learning.

An addition to the previous findings, females scored significantly higher than males in 3 out of 5 aptitudinal measures, in all of the composite attitudinal/motivational indices, in 18 out of 21 individual attitudinal indices, in the self-evaluation index, and in French Achievement. T-tests yielded strong evidence to suggest that females express more favourable attitudes toward second language acquisition, are more motivated to learn the second language, and consequently show greater levels of achievement.

Significant differences were not found for 3 measures: Ethnocentrism, Anxiety, and Orientation Index. The facts, however, that it is girls who are particularly attracted to the language of another ethnolinguistic group, and that girls attain greater levels of proficiency, are consistent with the findings obtained by Gardner's "Louisiana, Maine, and Connecticut Studies." Further studies could probe in depth the reasons why females and males differ in attitudes and the rate of development of second language skills in a Middle School setting.

5:5 Limitations of the Study and Implications for Further Research

A critical limitation of this study is that the findings are confined to student attitudes and proficiency for a relatively small sample of early adolescent Core French students in Grades 6, 7, and 8 from one urban elementary school. City-wide, province-wide, and nation-wide studies including urban and rural areas, may be done using larger samples, thereby increasing the generalizability of the results. Also, the sample in this study was composed solely of Middle School students. Further studies within other boards should be conducted, specifically where French is introduced as early as Junior Kindergarten, to determine whether the age of the student affects his/her attitude, and consequently, achievement. A study that would follow these students to the end of Grade 8, or to the end of secondary school, could yield interesting information in determining whether the students' initial attitudes toward French as-a-Second-Language change as a result of language instruction, or whether the nature of the attitudinal change can be correlated with other factors such as success in language study, past experiences, and achievement. A long-term study could also help to determine whether students who study a language for integrative or social reasons are more driven to pursue second language studies over a longer period of time than instrumentally oriented students. Further research may attempt to determine whether peer influence, teacher attitude, teacher experience, teaching techniques, and teacher personality can also result in a change of student attitudes.

Furthermore, only one teacher in this study was responsible for assigning a final achievement score to each student. Although evaluation in this study was consistent with provincial curriculum guidelines for the instruction of Core French, it was left to the individual teacher to decide exactly what constitutes achievement in his/her view. Some researchers may argue that the administration of an examination that has province-wide consensus may be a more objective or universal means of evaluation for comparison purposes.

Lastly, further studies may attempt to discover the effects of student personality, classroom behaviour, and self-confidence on second language attitudes, and their relationship to achievement. Initial studies suggest that this avenue of study is worthwhile; however, further research must be done in order to give a more composite view of the multi-faceted second language learner, his/her environment, and the dynamics of second language acquisition.

5:6 Practical Implications For Instruction

Since the findings of this study seem to suggest that attitude, motivation, and other affective variables play a key role in second language acquisition, it is essential that the instructor use teaching techniques in line with the developmental characteristics of the early adolescent child in order to pique the student's desire to learn the second language, and enhance his/her feelings toward the French course, teacher, classroom, and French-speaking people.

Early adolescent students do not usually have an instrumental orientation toward second language learning, that is, they do not view language as an essential and practical tool to enhance career possibilities or to aid in their future travels.

Early adolescent interests still involve hands-on activities which satisfy their immediate needs for the present. Giving these students a lecture on the instrumental or integrative importance of second language acquisition will not better their attitudes. Instead, the teacher should capitalize on their developmental characteristics and use strategies that are suitable to the age of the child. Although early adolescent students of Core French are learning very basic subject matter, effort should be made by the teacher to acquire a basic understanding of the developmental characteristics of the early-adolescent so that a more effective methodology may be implemented. While affective variables may have a significant impact on student language learning, what teachers do as second language instructors can make a difference!

Developmental Characteristics of Early Adolescent Children

The next section of this study will give a brief description of the developmental characteristics of the early adolescent child. These observations are drawn from a document entitled "Observing Children Through Their Formative Years," published by the Board of Education for the City of Toronto in 1980. These characteristics fall into three categories: physical growth, language/intellectual growth, and social/emotional growth. Following this profile of the early adolescent student, suggestions for teaching strategies will be given to capitalize on these characteristics to foster an invitational learning environment and positive attitudes toward second language acquisition.

Physical Growth: Observations of the early adolescent's physical growth indicate that students from ages eleven to thirteen may be awkward or clumsy due to their difficulty in adjusting to rapid physical growth. Glandular changes contribute to mood swings which may result in fatigue, lethargy, and restlessness. Emotions are found to be more forceful and fluctuating.

Intellectual Growth: According to the above-mentioned document, the intellectual growth of adolescents from ages 11 to 13 suggests that these students begin to recognize principles and theories conveyed by an author, begin to understand conflict in characters and ideas, and among other things, test the validity of personal reactions in discussions with others. These students are now able to use written skills to explore ideas from various points of view, to sort ideas about self and others, and to express more abstract ideas. They also begin to develop clarity and recognition of certain parts of speech, but may not be intellectually able to grasp intricacies of formal grammar. Students still require "hands on" materials and learn by systematic manipulation of ideas as well as objects. They begin to reason about personal thoughts. The student can see there are many alternatives in problem-solving, and can think of probability and be able to look back, re-check thoughts, correct ideas, and recognize when their own ideas need to be re-thought. Students are now also able to refine and evaluate their own work and the work of peers. They are able to think abstractly and begin to understand metaphors and double meaning. Children at this stage also develop schemes to aid memory. Student should be given the opportunity to use language in a variety of ways: to refer to their wants and projections; to maintain the idea of "group" by voting on two or three ideas; to direct by monitoring their own actions and those of others (collaborating); to discuss past and present experiences; to reason, recognizing casual and dependent relationships and drawing their own conclusions; to predict; to hypothesize; to project and to imagine. Experiences may be reported in a variety of ways: visual, oral, graphic, and written.

Social/Emotional Growth: The emotional growth of the early adolescent includes the need for a close and trusted friend. It is important to adolescents they be accepted by the group. Peer relationships with groups are longer-lasting and less random. Adolescents have a great interest in the opposite sex. They enjoy discussing social issues and have a high interest in group activities and team games. Students at this age have also been found struggling with their identities and are uncertain and self-conscious about image.

Keeping in mind the above profile of the early adolescent, what can the language teacher do to plan an effective program, the ultimate goal of which is to enhance a positive attitude and desire for second language acquisition?

Firstly, the teacher can help to establish a "need" for second language learning by twinning the French class with students from French-speaking schools either locally, or in other cities in Ontario, Quebec, France, or any other French-speaking nation of interest. In so doing, French will become increasingly important to the student because they will require it to communicate with their pen pals, thus fostering new friendships with students their own age. To make the experiences even more concrete and real, the teacher can arrange for shared involvement in sports and other extra-curricular activities with students from a local French school. This would also help to give rise to an integrative motive for second language learning, as well as a more positive attitude and desire to communicate.

A bilingual exchange program is an ideal way of increasing the early adolescent's motivation to learn the second language. When immersed in the foreign language milieu, the student will feel an immediate need to acquire the language in order to cope.

As much exposure as possible with French-speaking people and community may help to have the student perceive them as an integral part of society. Perhaps the teacher could arrange for French guest-speakers to come to the classroom and speak about themselves or about their culture.

In addition, another activity which could enhance the student's desire for communicative competence in French is to have a "Career Day," whereby the students choose six careers from a list. Guest speakers representing the particular career outline to the students the procedure involved in attaining that career; the role of a second language, particularly French, in their career; and their daily responsibilities. Each career on the list is carefully selected beforehand by the teacher as one which greatly requires the French language: politician, stewardess, government employee, translator, telephone operator, international banker, interpreter, French professor, advertising agent, buyer, salesperson in a French community, travel agent, international business person and others.

Another suggestion is to show French videos, filmstrips, films, commercials, advertisements, and movies; to display in the classroom a wide variety of French magazines, journals, comics, newspapers, books, posters, music; to plan activities involving the preparation and eating of French foods; to create an inviting ambience for the early adolescent, including a well-decorated, colourful, positive learning environment; to have students experience success, rewarding them with French pins, stickers, or the selection of an activity of their choice; to plan outings into the French community to see a French play; to view a local factory under the direction of a French-speaking guide; to listen to a French radio station or watch a French commercial; to become involved in provincial public-speaking competitions; to study a French menu in class followed by a visit to a French restaurant; to have French performers come to school; and to prepare daily lessons using techniques which are suitable to the students' ages and circumstances.

Even if a student desires to study a second language, what takes place inside the classroom is of utmost importance to sustain that motivation to learn. The important question therefore is: How can the teacher incorporate teaching techniques into his/her personal style to augment the student's desire and to give rise to positive attitudes?

Firstly, as mentioned in the "Physical Growth" section of "Developmental Characteristics of Early Adolescent Children," the student at this age is very self-conscious regarding his/her awkward appearance. Unfortunately, the very nature of second language learning oftentimes involves activities at the front of the class. These activities can be somewhat embarrassing or threatening situations unless the teacher clearly specifies ground rules for classroom behaviour early in the scholastic year. It is of utmost importance to reduce classroom anxiety that the students treat each other with dignity and respect and that ridicule be considered unacceptable behaviour. Since a student's progress in second language learning has been found by researchers to be directly related to performance and achievement, it is important that a student does not feel threatened by such situations, which may otherwise evolve into fearful, shattering, negative experiences which consequently develop in the student a poor attitude toward learning French-as-a-Second Language.

Since impressions of the self are so crucial at this stage, the teacher can capitalize on activities which foster self-confidence and a positive attitude. One such activity involves systematically choosing a special person of the day who plays the role of "teacher" for 5 minutes. He/she is allowed to ask different students questions in French, and to choose the activity for that day: a French game, French music appreciation, a video, a drama activity, or others. This need not take valuable time from the curriculum, but could also be used as the motivational activity of the day. In this fashion, the student also takes ownership of the manner in which the French class is conducted. It time well-spent, especially if a positive attitude and inviting learning environment are created. It also allows the student to practice what has been taught and perhaps allow him/her to experience success.

In addition, an understanding instructor should be sensitive to the students' fluctuating emotions. Common sense and discretion should prevail in selecting activities. For example, administering a surprise quiz on a day which has proven to be very emotional, such as when a classmate is leaving, or there is an accident, would not give an accurate indication of their achievement, but rather would alienate the teacher as being insensitive and not meeting their need to discuss a situation that has touched them deeply.

An important aspect of education is to have the student experience success, resulting in a positive self-image and confidence. By administering the test at the wrong time, it could result in a feeling of failure, frustration, poor self-image, and poor self-worth.

To fulfill the goal of communicative competence, a teacher should be flexible enough in his/her program to fulfill the students' need to talk about something with which they are enthralled, providing that it is in French. It is possible for a teacher to meet the needs of the students while complying with the curriculum at hand. In fact, it may be advantageous to capitalize upon these situations rather than trying to stifle the social interactions and venting of emotions only to discuss topics in which they are not interested.

With regard to intellectual developmental characteristics, students at this stage should be challenged to use French in a variety of ways to hypothesize, to project, to reflect, to discuss, to analyze, to review, to command, to collaborate, to draw conclusions, and to use creativity. This being the case, why is it that only too often are simple "yes/no" questions being asked in the second language classroom? Understandably, students of this age do not have the necessary vocabulary to conduct complicated discussions, but surely they should not be bored to death by merely answering memory recall questions. They require the challenge of hypothetical, analytical questions involving personal reactions to ideas and conflict.

Further observation of their intellectual developmental growth suggests that the students require opportunities to speak with confidence, to select more effective vocabulary, and perhaps to partake in debates. Incorporating these activities in everyday French classes involves planning a varied program. Plays, skits, demonstrations, and other forms of role playing are excellent because, while enabling the students to express themselves in French and to practice vocabulary choice, they also enable the student to express his/her creativity. Students enjoy similar group activities especially because interaction with their peers is of utmost importance for them at this stage.

Students should also be challenged with French metaphors and double meanings. To keep students interested and captivated by the lesson being taught helps to control unacceptable behaviour.

Since students at the early adolescent stage are able to refine and evaluate their own work, they should be involved in self and peer evaluation of daily work and tests, as well as peer tutoring. For instance, a French writing folder can be an excellent tool as it enables the student to look back, reflect, and re-check his/her own work, which takes them from the rough notes to the finished product. To involve the students in the evaluation process can help to create a greater sense of satisfaction, for then learning becomes a shared process.

In addition, if the intellectual development of the early adolescent indicates that the student does not fully understand the intricacies of formal grammar in the first language, the second language teacher should not expect them to be fully understood in the second language. Instead, the second language should be viewed as a communicative device, as a means of expressing one's ideas to a different group of people. Although curriculum guidelines for the Province of Ontario encourage oral, aural, written and reading skills to be practiced, too often only written skills are practiced and evaluated. This is a distorted assessment of overall communicative competence.

The emotional aspect of the developmental characteristics of the early adolescent strongly suggests that group activities are very well accepted and liked by the student. In struggling to attain his/her identity, feedback from peers is extremely important. Teachers therefore should capitalize on the great amount of social interaction occurring at this stage, instead of viewing it as a distraction, providing that the students are being encouraged by various reward systems to converse in French.

An activity-based program can be an effective teaching alternative as it allows for necessary peer interaction while following the curriculum at hand. It involves various group-oriented team activities and games as an integral part of its structure and can be controlled by the teacher to meet the physical, intellectual, and emotional needs of the early adolescent student. Providing that the students are learning and enjoying the French lesson, then the method being used is functional and effective. Games will be discussed in more detail later in this paper, but first, there will be a brief description of an activity-based program in the French language classroom.

"One proven method of increasing student talk time is by having them work in small groups" (Walz, 1986). Also, activity centres improve the ability of students to communicate in a variety of contexts. Such activities could serve to develop communicative skills in French. Group activities can be carefully structured by the teacher to keep the tasks simple and to encourage communicative competence.

Examples of group activities are: experimenting with French cuisine by making petits fours or tarts and sharing the treat with the French class; making a mini dictionnaire-francais at end of term, including all newly acquired vocabulary; playing Monopoly in French using real French francs; making maps of French-speaking countries using different mediums such as carpet, wallpaper, sandpaper; visiting local art galleries to see works of French artists, replacing English with French in favourite cartoons from the newspaper; making calendars and daily schedules in French; making special event cards such as French Christmas, Easter, or birthday cards, and so on. There are as many activities as there is initiative.

Sandra Savignon states, "Most important to the learner is progress in developing communicative competence in a variety of activities in which the student can use the second language in unrehearsed, novel situations requiring, on his/her part inventiveness, resourcefulness and a good bit of aplomb" (1975).

There are as many kinds of centres as there is teacher imagination. A language centre may enrich vocabulary, strengthen grammar structures, or serve as a communicative tool. Visual puzzles, concentration, scrabble, bingo, tic-tac-toe, matching games, guessing games, visual recognition activities, observation games: all are examples of games which can be made by the teacher, purchased, or made by the students as a project with guidance by the teacher. Good English games can also be converted into effective French games. These games can also be on an overhead projector, on a computer, on the blackboard, or board games at the table.

It is not the intent of this paper to further discuss the types of games which can be played in the second language classroom, as there already exists much literature on the topic. Obviously, learning French is not all "fun and games", but the enjoyment contributes greatly to the students' feelings about themselves and about their experiences of second language learning. Games are very useful because they provide a framework for correct language usage and are at the same time a means of generating conversation. They provide controlled parameters (rules) plus scope for initiative. They facilitate striking a balance between encouraging free language use and correcting mistakes.

A listening centre allows the students to listen to a French-speaking person other than the teacher. They may just listen to stories or music for pleasure, or they may be asked to listen for specific information. Auditory comprehension and discrimination exercises may be added and provide an abundance of data which may be used for evaluation. Children usually feel relaxed at this centre because the message is on tape and may be repeated if there is any confusion.

An art centre can be an effective form of expression, providing that the students are given the opportunity to discuss in French their artwork with the class. Also, it is important that student work is displayed so that they may also experience some pride in their work.

A writing centre may involve French story writing, designing comics with French vocabulary, doing advertisements in French, designing their own books, making a French cookbook, completing a journal of personal thoughts, writing letters to one another and actually mailing them, writing collaborative stories (one person starts a story, and another finishes it), completing open sentences, et cetera. Time may not always be sufficient to complete the task in one period, but unfinished work may be kept in a writing folder until the next day.

A dramatic arts centre may enable a student to invent a small skit or play related to the theme being studied. Ideas, and possible story lines, may be given by the teacher. The group is also expected to enact their creation at the front of the class at a later date.

I concur with Claire Belanger when she states:

> In an activity-based Core French classroom, I feel children are happy and proud of their learning because of the following reasons: they feel autonomous and responsible while engaged in the learning process; they enjoy learning through play; they are less embarrassed about making mistakes when talking with each other than in front of you and the whole class; they are using real language in real situations. (1988, p.5)

The most effective role, therefore, of French-as-a-Second-Language classes is to provide the student with opportunities to practice and refine his/her approximate systems of French within a communicative framework. Also, there is sufficient evidence to suggest that teachers who have a knowledge of applied linguistics can promote greater student language learning. This does not mean that a knowledge of applied linguistics will necessarily produce better teachers, but it does suggest that teachers must understand the nature of second-language learning processes and the language structure in order to be effective. In addition to having a basic understanding of the developmental characteristics (physical, intellectual and emotional), of the early adolescent student, and some basic knowledge of second language learning processes (applied linguistics), the second language teacher should also be aware of the role of the affective domain and student attitudes in second language acquisition.

In order to realize the goal of psychological acceptance of the French language, life, and culture by the students, second language teachers with a keen appreciation of the affective domain have always tried to engage students' imaginations and sense of play in helping to create a French ambience. William H. Bryant states:

> In order effectively to achieve this sort of positive psychological bonding, the student must necessarily play a new role as a human being, pretending, in some degree and however temporarily each day, to be a real, native-born francophone citizen of France or of some other French-speaking country. It is or should be - the assumption of a whole new life, a whole new identity: a French identity. (1984, p.766)

To help establish this new imaginary existence, teachers often have students choose a French name, one which is usually, but not necessarily, the French interpretation of their own name. Assuming a French name, however, is only partial bonding, partial identification, according to

W. Bryant. One of the most well-known language teachers, Dr. Lozanov, a Bulgarian psychotherapist and originator of Suggestopedia, has taken it one step further, creating a new fictitious identity, complete with imaginary date and place of birth, family, friends, profession, and so on. Only one component of the very successful and famous suggestopedic method will be discussed in this paper, the assumption of the new identity in the target-language culture. Lozanov himself provides master lists of French names, professions, and cities, in the hope that those who may wish to use them will find them useful. The individual instructor may use these lists as a "point de depart" and make necessary additions or deletions as desired. The list of professions includes only high-prestige occupations because according to Dr. Lozanov, they are ego-enhancing positions which allow the students to feel good about themselves and later, about their imaginary French personalty and ultimately, French culture. Drama and role-playing can help to reduce sensitivity to rejection. Critical judgments of what the students say may be perceived by them as directed toward the characters that they are portraying, rather than taken personally. This creates a great sensation of freedom. Lozanov himself states:

> Apart from the serene attitude toward the process of teaching, the playing of roles is very often employed in suggestopedic work. At the very beginning, each member of the course is given a new name (one used in the respective foreign language he is going to learn) and a new life story. This approach creates a

> dramatic situation which liberates the members of the course from their social positions. It also facilitates the quick removal of the anti-suggestive barrier [i.e., the logical barrier, which rejects everything of a nonlogical appearance; the affective barrier, which rejects everything which does not create confidence and a feeling of security; and the ethical barrier, which rejects everything contradictory to the ethical principles of the individual involved] which, in its turn, stimulates the spontaneous and immediate expression of their abilities. (p.192)

After the student has chosen a new identity, everything done in the classroom is done in the name of the new "character." The aim is for a new identity to take over, to become as rooted as possible, so that the student may better act, feel, and think as a French person. The students are treated as though they were French native speakers, and are provided with opportunities to participate in extracurricular events and outings which explore various facets of French life: French theatre, French restaurants, French clubs, and so on. The hypothesis is that in having the students assume a French identity for the duration of the French period, it will be conducive to their thinking and communicating in French, which is the main thrust of the French program. Even if this method were not pursued by the teacher to this extreme, for whatever reasons, (time constraints, lack of resources), the teacher should to some extent allow for partial bonding, some degree of role playing, and identification with the target-language culture to promote communication through the medium of the language. By using carefully chosen cognates and combining easily remembered high frequency words with body language, an effective language teacher can conduct a large part of the class in the target language. After all, the learner's involvement in linguistic interactions appears to be among the most critical conditions necessary for first or second language acquisition, if not the single most critical one.

Before concluding, it is very important that the second language teacher create an awareness of the importance of parental support in second language learning. That is, parents may be invited to an informal gathering at which the language teacher may explain the objectives of the program, responsibilities of the students, evaluation procedures, other aspects of the French course, but most of all, the importance of parental support in pursuing second language studies. The parents must be aware that their own prejudices or unfavourable attitudes may have a negative and destructive effect on their children's attitudes toward the acquisition of a second language.

Thus, the role of the second language teacher, or facilitator, is far more complex when all the above mentioned factors are taken into consideration. The teacher's role in second language situations is critical as it encompasses both the cognitive and affective domain. The teacher provides the input children need in order to make generalizations about the language. The teacher is responsible for providing strategies which foster growth in the language, i.e., questioning, inferring, and debating. He or she takes an active interest in the developmental characteristics of the early adolescent and plans an effective program with a keen awareness of attitudinal and affective variables involved in second language acquisition.

In conclusion, communicative competence in the second language is dependent not only upon aptitudinal factors, but more so, on a cluster of attitudinal/motivational variables, as well as upon a sympathetic orientation toward the other ethnolinguistic community. Integratively oriented students express more favourable attitudes, motivation, and desire for second language learning, but do not necessarily show significant differences in French achievement. It is believed, therefore, that a direct relationship between integrative orientation and French achievement is questionable; rather, that specific orientations (integrative or instrumental) and attitudes contribute to the language learning process by serving as motivational supports in order to sustain the required long-term effort. If more information could be discovered about the finer subfeatures of aptitude and attitude, then attention could be directed to highlighting elements of the program which foster positive attitudes and interest in the foreign language, with the objective of enhancing classroom behaviours, consistent with the student's stage of development, that are consequently more conducive to second language acquisition.

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APPENDIX 1

SCORING SHEET FOR SELF-EVALUATION OF FRENCH PROFICIENCY

SELF-EVALUATION NAME:________________

GRADE:________________

HOW WOULD YOU GRADE YOURSELF ON THE FOLLOWING SKILLS? PLEASE BE AS HONEST AS POSSIBLE. YOUR OPINION COUNTS. PLEASE CIRCLE YOUR ANSWER.

1. **READING** (Pronunciation, Comprehension)
   - a) Excellent (80-100) = A
   - b) Good (70-79) = B
   - c) Fair (60-69) = C
   - d) Poor (under 60)= D
2. **SPEAKING** (Ability to communicate, pronunciation, social abilities in French, vocabulary)
   - a) Excellent (80-100) = A
   - b) Good (70-79) = B
   - c) Fair (60-69) = C
   - d) Poor (under 60)= D
3. **WRITING** (Tests, Assignments, Projects, Classwork)
   - a) Excellent (80-100) = A
   - b) Good (70-79) = B
   - c) Fair (60-69) = C
   - d) Poor (under 60)= D
4. **LISTENING** (Discriminating sounds, comprehension)
   - a) Excellent (80-100) = A
   - b) Good (70-79) = B
   - c) Fair (60-69) = C
   - d) Poor (under 60)= D
5. **PARTICIPATION** (Hand-raising, co-operation, answering, helping, others, volunteering answers)
   - a) Excellent (80-100) = A
   - b) Good (70-79) = B
   - c) Fair (60-69) = C
   - d) Poor (under 60)= D
6. How would you rank final mark?
   - a) Excellent (80-100) = A
   - b) Good (70-79) = B
   - c) Fair (60-69) = C
   - d) Poor (under 60)= D7